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ABSTRACT

THE PROCEEDINGS OF THE FIRST REGION VI CONFERENCE OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION HELD AT THE UNIVERSITY OF UTAH, SALT LAKE CITY, INCLUDE PANEL DISCUSSIONS AND MAJOR TALKS GIVEN. THE OBJECTIVE FOR THE CONFERENCE WAS TO PROVIDE A SPECIAL TRAINING OPPORTUNITY FOR ALL STAFF NEEDS IN HIGHER ADULT EDUCATION IN THE WEST. TOPICS COVERED WERE: CURRENT DIRECTIONS IN CONTINUING EDUCATION; PROBLEMS IN PROGRAMING; STAFF PREPARATION AND EFFECTIVENESS; REACHING POTENTIAL STUDENTS; METHODS OF DOING TASKS EFFECTIVELY; AND COOPERATION WITH OTHER INSTITUTIONS AND ORGANIZATIONS. (SE)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NUEA REGIONAL CONFERENCE
MAY 1 & 2, 1969
REGION VI

AC 006 197

ED035803

PROCEEDINGS

of the

First Annual

WESTERN REGIONAL CONFERENCE

Region VI

National University Extension Association

May 1-2, 1969

University of Utah
Union Building
Salt Lake City, Utah

THE UNIVERSITY OF UTAH
SALT LAKE CITY 84112

OFFICE OF THE DEAN
DIVISION OF CONTINUING EDUCATION

Dear Colleagues:

It is a pleasure to present these proceedings of the first Region VI Conference of the NUEA held last May at the University of Utah.

As I have read through the panel discussions and major talks given at the Conference, I have been reminded again of the true value of the Conference and of the fine contributions made by those who participated.

May I take this opportunity to again thank all of you who took part on the program and those who contributed by their attendance.

Professionally,

Sherman B. Sheffield

Sherman B. Sheffield
Chairman
1969 Regional Conference

P.S. We look forward to meeting with you again at our next Regional Conference in Reno, Nevada, October 21-23, 1970.

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NATIONAL UNIVERSITY EXTENSION ASSOCIATION
WESTERN REGIONAL CONFERENCE

Region VI, Arizona, California

Nevada, New Mexico, Utah

Conference Objectives:

The Conference will provide a special training opportunity for all staff levels in higher adult education in the West -- current directions in continuing education; problems in programming; staff preparation and effectiveness; reaching potential students; how best to do our task; cooperation with other institutions and organizations.

Host Institutions:

Brigham Young University
Utah State University
University of Utah

PROGRAM

Thursday, May 1, 1969

10:00 a.m.- 2:00 p.m.	Registration and Information Desk Union Building (Little Theater Foyer)
1:30 p.m.	Opening Session - Little Theater, Union Building Chairman: Sherman B. Sheffield, Chairman Western Regional Conference Invocation - Rabbi Bernard Frankel, Congregation B'nai Israel Welcome - Alfred C. Emery, Provost, University of Utah Address - "Today and Tomorrow in Continuing Education" Stanley C. Robinson, President, National University Extension Association Panel - Lloyd A. Drury, Utah State University Helmut P. Hofmann, Weber State College (Utah) M. H. McMichael, University of New Mexico Donald Searcy, University of Southern California
3:15 p.m.	Refreshment Break
3:30 p.m.	Divisional Meetings: "Programming Ideas" Union Building Vice Presidents, Deans and Directors Meeting (Emeritus Room) Chariman: Harold G. Clark, B.Y.U. Subject: Organizational Setting for Continuing Education in Western Universities, Successful Programs in Operation and Programs in the Planning Stage, Possible Areas of Interinstitutional Cooperation Evening Credit Classes (Alumni Lounge) Chairman, Phil Robinson, B.Y.U.

Independent Study (Correspondence) (Room 323)
Co-Chairman: Norinne Tempest, University of Utah
Co-Chariman: Alice Rowbotham, U. of Calif., Berkeley

Conferences and Institutes (Room 311)
Chairman: Benjamin H. Pochlya,
University of Arizona

Adult Education - Non Credit (Room 312)
Chairman: Jeanne Brewer, U. of California, San Francisco

Women's Programs (Room 319)
Chairman: Esther Landa, University of Utah

Community Development
Chairman: Keith Wilson, University of Utah

6:00 p.m. Dinner - Union West Ballroom
Chairman: Lloyd A. Drury
Introduction: William H. Bennett
Address: President Glen L. Taggart
Utah State University

"How the University Can Meet Its Responsibility in Continuing Education and Extension"

8:30 p.m. Opportunity for Information Discussion, Studying, Exhibits and Division Meetings as may be desired.
(Room 323)

Independent Study (Correspondence)
Annual "Leary Lecture"

Friday, May 2, 1969

8:30 a.m. Theme: "Reaching the Potential Student"
Chairman: Harold G. Clark, B.Y.U.

Panel Discussion:
"Discovering Who They Are and Where They Are"
"Successful Practices Used in Reaching the Students"

Panel Members: Donald M. Searcy, University of Southern California; Wayne S. Martin, University of Nevada; M. H. McMichael, University of New Mexico; Edgar J. Louttit, University of Arizona; William F. Murison, Humboldt State College; Richard H. Henstrom, Brigham Young University; R. Paul Cracroft, University of Utah, Robert G. Ruff, David W. Evans and Associates

10:00 a.m. Refreshment Break

10:15 a.m. Chairman: Harold Glen Clark — Little Theatre, Union
Address: Martin N. Chamberlain, U of California
San Diego
Subject: "Steps Toward Maintaining a Staff Efficient in Methods of Reaching the Potential Student"

10:45 a.m. Departmental Meetings
"Applying Principles and Practices of Promotion Through Staff Training"

Independent Study (Correspondence)	Room 323	Chairman: Mack Palmer
Conferences and Institutes	Room 311	Chairman: Tom James
Evening and Credit Classes	Alumni Lounge	Chairman: Paul Butterfield
Non-Credit Offerings and Public Service	Room 312	Chairman: Marden Broadbent
Secretarial and Office Management	Room 324	Chairman: Brent Dixon

12:15 p.m. Luncheon - Union West Ballroom
Chairman: Sherman B. Sheffield
Conference Summary and Critique
"Where Have We Been?"
"Where Do We Go From Here?"
Harold W. Bentley, U of Utah
Martin N. Chamberlain, U of Calif.

2:20 p.m. Written Evaluation (Leave at Door When Leaving)

2:30 p.m. Conference Adjourns

3:00 p.m. Special Tour (For those interested and signed up)

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Dr. Lloyd A. Drury
Utah State University

Dr. Paul Butterfield
Weber State College

Mr. J. L. Traver
University of Utah

Dr. Wayne Ringer
Utah State University

THURSDAY AFTERNOON SESSION

OPENING REMARKS: Dr. Sherman B. Sheffield, Chairman
Western Regional Conference

Greetings! On behalf of the host institutions - Brigham Young University, Utah State University and the University of Utah, we are pleased that you could come and be in our State and in particular, at this Western Regional Conference of NUEA. Likewise, on behalf of the Regional Conference Steering Committee and the Conference Planning Committee, we all join in welcoming you to this meaningful, historic Conference. We trust that all sessions will be provocative, and that those who have been immersed in developing the content of the various sessions will be at the Regional and Divisional meetings so that they will be stimulating and beneficial to all who are here.

Those of us here in Utah, particularly at the University of Utah in the Division of Continuing Education, are delighted that you could be here and join with us as colleagues in an enterprise that is very meaningful in this day and time. We hope while you are here that you will not hesitate to ask for any help if you have any problems, because our information desk will be open at all hours of this Conference, and I think we are prepared to give you every assistance possible to make your time here as meaningful as it can be.

We are especially pleased to have as guests today a number of persons who are not from our country: Dr. Mansour Ekhtiav, Dean of the Evening School and Professor of English and Linguistics at the University of Tehran, and a number of gentlemen from Columbia, the University of Bogota, the University of Calais, University of Bali and the National University. To all of those who are not from our country, we are pleased that you could be here, and we again suggest that if we can be of any special assistance, please let us know.

The Logistics of the Conference require a few announcements, so we will now turn the time over to Dr. J. L. Traver who will give us the announcements appropriate to our efforts today. (Announcements were made).

WELCOME: Dr. Alfred C. Emery, Provost
University of Utah

Good afternoon. President James C. Fletcher is in Iran, so it is my pleasure to welcome you to the campus of the University of Utah. We would like to extend to you a warm welcome to our campus along with our co-hosts. I hope we can function as co-hosts in a manner which will insure a continuation of this kind of conference.

I feel strongly about this because I think the Regional Conference is of much greater importance than is usually admitted. Regions usually have more problems, and I suppose Conferences such as this are helpful. But there are two other and more important reasons for this kind of a conference that are not as frequently mentioned.

First of all, National Conferences tend to deal with a high level of abstraction with national policy and national problems. I think a Regional Conference is much more able to deal with the more difficult, and I think more rewarding problems of implementating policies and programs in the area where we can really make a difference in what we do.

The National Convention is usually only attended by the Chief Administrative Officers, partially because of the nature of the program and very often because of the expense and the minimal travel budgets most universities have. The Regional Conference is closer at hand and because of the nature of the problems discussed and the purposes of such conferences, it often gives a number of the operational officers a chance to meet together and discuss with their colleagues in similar positions, their common problems and ideas and gives them an opportunity to grow in such ways as the knowledge of innovative methods and newer ways of bringing creativity to the job. This encourages them to initiate some very important changes in their programs when they return. I believe this is particularly important in this field, right now, because I think Extension Education is facing a new challenge, and at the same time is on the threshold of really playing a much more vital role.

Since World War II, I suppose, the university has been challenged -- almost required -- to provide the brain power for the solutions for all our national problems -- from building roads to solving the conflict in Viet Nam, and a thousand other problems; this is true more so now than ever before. I suppose there is no greater problem in our American society today than the fragmentation of that society and a demand for the end of this fragmentation. I don't think there are many people from the university community who would deny their responsibility to do something about this particular dilemma.

The universities generally have been built up over many centuries -- certainly many decades -- and they have developed a kind of value system, largely dictated by the kinds of people who attended them and the expectations of parents of those students. Today we find in our society groups which don't accept and participate in the same kind of value system that the universities have developed over such a long time period.

The need to change our universities to meet the conflicting values and sometimes harsh demands of many of these groups has been a frightening event for most faculty and administrators. We all recognize the need for change, but we also recognize that the universities cannot change fast enough. There are still the more traditional expectations of those who built the universities, and changes cannot come in such a way as to deny such legitimate expectations and values. To make our universities totally "pluralistic" will require something that I am not sure we have, an understanding of the kind of changes we need to make.

What kinds of institutions, and what kinds of programs within institutions, do we need to have to fulfill the needs and value systems of the new groups that are quite rightfully demanding participation in the educational process? Many of these groups, minority groups and the poverty groups, are not interested in coming to the university campus. They realize the differences in expectations and values and they feel that the campus will not meet their needs.

The University is not changing as rapidly as we would all like. While the University must meet the needs of all those who come to the campus, it is also obligated to meet the needs of those who will not or who cannot. And it is in this regard, it seems to me, that Continuing Education or as we generally call it, University Extension, has the obligation, the responsibility and the opportunity to reach out to those who will not or who cannot for some reason or other participate on the campus.

It will not be enough to simply make available to them the kinds of regular programs we have had in the past (the kinds of credit courses that fit the needs of those who traditionally built the university) but new programs adapted to meet their particular needs and their value systems. It's a major problem and a difficult one. Such change is going to require innovation and creativity beyond anything that we have ever shown before in Continuing Education or in our universities in general. The challenge is here, and I think it is now 10 minutes before midnight as far as meeting it is concerned. It is a demand that requires that we mobilize every effort to meet the need and the opportunity.

I want to thank the speakers who will participate in this Regional Conference, who are going to give you their time and their skills and abilities in this meeting. I want to thank our co-hosts for the effort they put forth in working with us. I again extend to each and every one of you all the facilities of the University of Utah campus.

Thank you very much for being here.

ADDRESS: DR. STANLEY C. ROBINSON, PRESIDENT
NATIONAL UNIVERSITY EXTENSION ASSOCIATION

"TODAY AND TOMORROW IN CONTINUING EDUCATION"

Dr. Emery's welcome seems most appropriate in terms of what I would like to say today.

Do you have a feeling these days that educators on all levels of activity are being called upon to consult some mystic crystal ball that will tell them what to expect--what to prepare for--what to program in the future?

I do. In my own state and at my own institution we are receiving mandates to prepare five-year; 10-year; and even 15-year plans. And, in talking with some if our colleagues across the country, I find that they are being directed to fulfill similar mandates.

Some of this has undeniable merit, particularly for those of us in continuing education. It forces us to clarify our ideas, to discard any fuzzy thinking and to adopt a system of priorities. It enables us to project our creative concepts into the future, and to chart whole new areas of proposed endeavor in our assigned role as the cutting edge of the colleges and universities of the future.

And it may serve to help some of us cope with a situation described by Dr. Allan Tucker, Vice Chancellor of Academic Affairs, the State University of Florida. Dr. Tucker, as some of you will recall, made two major addresses at the N.U.E.A. meeting in Miami Beach last summer. In one of them, he said:

> "Adult Extension Education is such a rapidly growing field that we are all running to try to keep it in sight. We are not leading its developments. We are not in command of the situation. We are sucked along in its wake, blinded by dust."

What Dr. Tucker was advocating, in this instance, were meaningful, useful, projects of study and research aimed at helping continuing education administrators channel their resources most providently and most effectively.

I will get back to his ideas a little later. But, for the moment, his challenge provides me with an opportunity to gase briefly into my own crystal ball, and share with you a glimpse of what I see.

As I view continuing education in the nation's total educational structure today, I observe a small but constantly growing group of professional educators and concerned citizens who view systematic education as a life-long process.

There is, of course, evidence that their interest and concern is activated by various types of motivation. For some it is professional ambition or career pressures from within or without, coupled in many cases with the profit motive; for others, it is cultural or individual improvement.

Those seeking continuing education comprise a high degree of heterogeneity in interests and achievements. Yet they are unified in their objectives -- to increase their self-potential and personal satisfaction. They desire, without doubt, additional meaningful, relevant information and knowledge.

A significant amount of the pressure being placed on the colleges and universities comes from those--both individually and organized -- on the professional or excessive level. It is your doctors, your attorneys, your business and industrial executives, your engineers, your school administrators, your labor leaders, and others on these levels, who are most vocal and most demanding in their expressed needs for continuing higher education.

In this regard, I would like to cite an item some of you may have missed a few months ago in NEWSWEEK MAGAZINE. Pointing out the recent increase in recourse to the courts in alleged instances of medical incompetence, the article stated:

"Recently, medical associations have been taking steps to avoid court suits. Increasingly, they have recognized that a doctor--like any professional, whether a lawyer or an airline pilot--must be required to keep up with the latest developments in his field so that actual negligence due to sheer medical ignorance will be prevented in the first place."

And now I come to the passage which caught my attention and which I think will interest you. Again, I quote directly from the NEWSWEEK article for August 19, 1968 (p. 54):

"Thus the Oregon Medical Association has recently REQUIRED its members to continue "on a regular basis" their medical education or membership will be denied."

However, more and more--and the several state Bar Association are at the forefront in this movement--we notice some activity aimed toward removing the administration of such programs from the University extension divisions and carrying them on through the respective schools and colleges or even by the state and national professional societies themselves. Here, the only solution I can find to offer is admittedly platitudinous--we simply must, throughout university extension and whenever the opportunity presents itself (as it surely does, every day, to each of us), do such a superbly superior job that the do-it-yourselfers will find that their eager but often amateur performances in similar situations is strictly second-rate and will be forced by the opinion of those they serve to again seek our assistance and our educational guidance.

I have digressed slightly but now I come to a major point of current concern: While professionals in all areas of activity are hungry for our assistance--while college and university administrators are placing new and heightening emphasis on the "service"--that is, the extension function of their traditional three-fold goal of education, research, and service--and while whole vistas of need are becoming evident in urban problems and the entire impact of the "knowledge explosion" upon our citizens--while all this is going on, we in continuing higher education are confronted with apathy, foot-dragging, and even outright hostility on our own campuses.

Let us face it. We in extension education are too often viewed with skepticism and denied equal professional and financial consideration by conventionally campus-oriented adminstrators, researchers and teachers on many campuses.

These people just don't want their comfortable little worlds disturbed. Accustomed to dealing with the admittedly more pliable and less experienced youths in their late teens or early twenties, they shrink from making the extra intellectual effort to teach--and teach successfully--the mature students they would find in extension education. They refuse to admit that the qualified citizen who is past the conventional college age and who--perhaps because of family or career considerations--cannot enroll full-time in the residential campus program, has, nevertheless, a valid and urgent call upon the intellectual and financial resources of the colleges and universities.

What can we do to remedy this situation? It will be a long and difficult campaign, but we must begin with the administrators. Faced as we are with pressures from the professional community and other worthy and meritorious groups seeking continuing education, the administrators are most apt to understand our problems and goals. They, then, perhaps, can translate this understanding into terms of professional recognition, tenure, and salary support that will be understood where it counts the most--in prestige, and in the pocketbook--by even the most adamant academician.

Part of the fault is our own. We are unable to clarify and articulate the term "continuing education" in sufficiently clear a manner to be meaningful to others, or even to ourselves. I suggest that such clarification might be a major goal on every campus where university extension activity exists; and that, at a later date, we might share these definitions and come up with a version that will be vital and self-explanatory as well as adaptable to general use.

Also, since we in continuing education are fractionated into many organizations, and associations, on the local, state, and national levels, we do not speak with a unified and might voice. This is true because of the total movement on ANY achievment level.

And, thirdly, as a group we are woefully unsophisticated in what is called "campus politics" and more significantly, in state and national legislative essentials and procedures.

There is hope. Despite these engimatic and suspect characteristics, the number of participants in continuing education increases, the movement progresses and continuing education is frequently, as we have said, "the cutting edge" of forward, realistic thinking in the educational process today.

We have spoken thus far about continuing education as it stands today. Now, referring more directly to my somewhat dusty crystal ball, I will take a brief view of continuing education in the total educational structure and thrust of tomorrow.

First, I venture to say that the constant challenges to continuing education will surpass those of the past, and multiply those of today.

Society's demands for increased amounts of and improved quality of continuing education will increase.

About this need for increased quality, Dr. John R. Canada, Assistant Dean of Engineering (for Extension) North Carolina State University, said meaningfully:

"Extension faculty need to be very highly qualified--even more so than normal teaching and research faculty. A good extension man has to be able to not only teach discriminating audiences, and to perform or understand applied research, but also he has to be able to relate and communicate with practicing people....

"Extension should be done well or not at all, since it involves direct and personal and frequent contacts with the public. In fact, the image of the entire school or university often hinges on the quality and effectiveness of its extension programs, so those programs had better be good."

I cannot limit the call for increased quality to extension programs alone, however. In my view, the future will bring critical pressures for stronger, more imaginative leadership by those in conceived leadership positions, on all levels, in educational institutions. Increased resources will be needed; flexibility--the ambiance to accept new concepts and new educational approaches for the '70's, while retaining the best of the old and tried--will be a necessity. And these must be achieved in the face of a public incresingly disturbed by campus unrest and of the constant and continuing threat of curtailment ot withdrawal of financial support of college and university programs as a direct result.

As the financial supply wells dwindle or dry up--or at least fail to keep pace with the demands and pressures placed on higher education as a whole--we will find the campus-tethered die-hards growing ever more hostile toward continuing education and its small share of the budget.

As those directly engaged in continuing education and aware of its critical place in the educational spectrum we must offer strong resistance to the ever-growing campus efforts to force continuing education to completely support itself financially, while at the same time submerging itself in public service activities which other parts of the educational institutions want no part of--which they want to steer clear of except in their verbal expressions of response to need.

When I return to the crystal ball, I find that by now it has grown considerably brighter. With all the problems ahead, there also are glimmers of sunshine.

I think I see a higher degree of cohesiveness in the making among continuing education organizations and associations of the local, state, and national levels.

All of us can help in achieving this goal, by supporting what still is too weak to be called a "movement" but surely may be termed a "tendency." Let us give emcouragement and active support to the Committee on Adult Education Organizations, frequently referred to as CAEO.

Let us do all we can, individually, by institutions and by groups, to make the Galaxy Conference on Adult Education a smashing success. This in itself would be a firm step in the right direction.

Another favorable aspect, and one which I think will be evidence in the future, is a greater awareness of the importance of and a stronger and hopefully concerted effort to obtain a substantially increased amount of research data pertinent to continuing education.

I told you I would refer again to Allan Tucker and his sage remarks at Miami Beach, and now is the time. He made this observation on the matter of research as a preliminary to the adult education operations of colleges and universities:

"Ducks that are supported by research findings are very difficult to shoot down."

"Unfortunately, there is not nearly as much research in adult extension education as we would hope for to enable us to feel that our ducks are safe. So much depends upon our learning it...."

We in extension education must undertake a continuous examination of and experimentation with newer types of instructional media--hardware and software--to determine those that can be applied most fruitfully in continuing education programs. Many of us have entered into ambitious programs of multi-media teaching. I predict that the numbers and types of such programs, using present and future often only dimly-discerned devices, will burgeon in the years ahead as we seek to extend our limited resources to provide quality education for increasing numbers.

To summarize, we are presently in a period of challenge and of competition--challenge as new opportunities present themselves, principally in post-professional education; competition for funds, faculty time and administrative support.

These tendencies, together with a trend toward more cohesiveness among adult education organizations, will continue into the forseeable future, as will the need to adapt to the use of continuing education all of the new, promising instructional methods and devices that are and will continue to become available.

Yet, as I conclude these remarks, I feel that I have failed to convey to you what is surely the most pertinent thing about continuing education, today and tomorrow. That is the sheer excitement of being where we are, the exhilaration of seeing where we are going.

We in continuing education are where the action is. This, as the youngsters would say, is where its at. It is a good, and a satisfying, and an enormously exciting place to be and job to do.

For, as John Gardner says, "A system that isn't innovating is a system that is dying. In the long run, the innovators are the ones who rescue all human ventures from death by decay."

Colleagues, we are the leading innovators in higher education.

And some of you will remember that Paul Miller told us that "few of us have imagined how important extension may become, as an instrument of continuous change, within the large system of higher education."

Here is to the future--a future of continuous change.

PANEL DISCUSSION: Donald Searcy, University of Southern California
M. H. McMichael, University of New Mexico
Helmut P. Hofmann, Weber State College (Utah)
Lloyd A. Drury, Utah State University

Dr. Lloyd A. Drury: I have suggested to Don Searcy, on my left, that we should start on the basis of age, and I could be last that way. (Laughter) On behalf of the panel, I would like to say to Stan Robinson, "we are certainly happy to have you with us today."

I think the thesis of change and continuous innovation that I have heard this morning is important to us as we look at Continuing Education. You will notice that Provost Emery talked about innovation and creativity. In other words, one of the most serious things a social institution or academic organization can be guilty of, is reacting rather than acting. I think in Continuing Education too many times we have tried to retreat to a corner and react rather than to act.

President Robinson will be interested to know that we had Paul Miller on our campus (Utah State University) a few days ago. Don't miss the opportunity if you have the chance to hear this gentleman. He means what he says when he talks about continuing change. And to some of my colleagues who are grinning like Cheshire-cats, this change may be continuous in Utah State University, and I do think this is good for us. His charge has been a real challenge to us; he set some goals in front of us, and they may be difficult to achieve, but they certainly will involve continuous change.

There are so many challenges today that meet us, I'd like to encourage you to be sure to review two articles: one, in the most recent issue of our National University Extension Association Spectator (the February and March issue) in which Bob Mitchell, our Executive Secretary for NUEA talked about the shift of emphasis (priorities) and the potential competition that we have for higher educational funds in this nation. All of you, of course, are acquainted with Title One. All of you are acquainted with the race to the well (the money bucket) so to speak, for Federal funds, and as we look at the beginning of many large extension programs in Continuing Education which are being sponsored by the Federal Government, we find ourselves with some interesting challenges as we look to the future. The need not to react but to act. We talk about change, and I think some very interesting challenges.

The second article I would like to refer you to is found in the May 5, 1969: issue of U.S. News and World Report, and an article entitled, "Community Colleges New Frontier in Education." This to me is an exciting article. This topic is on the agenda for a meeting that is to be held in late May this year in Kansas City. The participants in this Conference will be the 22 institutions which have combined their extension services. (Land-grant Colleges and Universities) The community college is one step upward for higher education, and two-year colleges now see a bright future, spreading fast and far. Junior colleges are now experimenting with many fresh ideas, getting educators excited about their potential, especially in modernized, vocational training. We should keep this in mind because I think we are going to see tremendous amounts of money invested in vocational training -- when I say "money invested" I naturally refer to the Federal Government:

Community colleges are opening at the rate of one a week, across this nation. These two-year institutions are now said to be educating the majority of freshmen and sophomores in college, some two million students. In California, 80% of those who go to college are starting out in the Community school. The proportion in Florida is 66%, and the percentage is almost as high in several other states. Community colleges are enrolling twice as many students in the evenings as they do during the normal day course load. Some 40% of the student population is studying on a part-time basis. In other words, it is a response to a need.

Some had a vision. Someone didn't react; they acted. Someone had creativity, someone had some innovative ideas. We should like to think that here in Utah, thanks to some leadership from our Coordinating Council of Higher Education, and from other people that are in decision-making positions in this State, that we possess some of this same kind of vision. We hope to open our second so called "Community College" equivalent (a Continuing Education Center) in southeastern Utah in Moab.

Hopefully, as Continuing Education progresses, we will be able to provide opportunities for all the people living in many of our states who are within commuting distance of a post-high school class to take advantage of the Community College approach. How does this relate to Continuing Education? This becomes a real challenge to us in a complex society. What position do we in Continuing Education assume in the future? I think Stan Robinson's questioning was constantly on clarifying our position. Where are we? What are we?

I think I should turn this microphone over to some of my good colleagues, but may I just say that under this current National Administration as we see Higher Education budgets being reduced, the Community College concept appears to be in President Nixon's educational budget for the fiscal year, starting July 1, since there's a 43 million dollar item for the construction of more Community Colleges and Junior Colleges. Think it over. Don't see it as a threat; it's an exciting challenge.

Helmut P. Hofmann: I hope I was not selected to be on this panel because I am an Administrator and, as usually is felt to be the case, therefore opposed to Continuing Education; I'm not. As a matter of fact, coming from Europe has many advantages for me (and also a few disadvantages when you come to America). But I'd like to pay a particular compliment to Continuing Education as an unique American phenomenon which is totally unknown or at least only in the most beginning stages in most of the countries in the world, and which has certainly had its effect and impact on the national scene here.

I come from a campus where I think the Dean of Continuing Education and his staff have been able to provide the cutting edge for new programs, new developments and innovative approaches which our speakers today have spoken of so clearly.

In reaction to Stan Robinson's paper, I would like to present a few ideas: First of all, I was very much impressed with the idea that Administrators are putting emphasis on long range planning and the articulation of such an approach. It seems to me that this is a new art and a new science which every one of us who administers programs on any level of the college has to learn. The challenge to a "new and continuing" education is to answer for the Administrator what you want to do. I don't believe any Administrator will be convinced when you want to be everything to everybody. In other words, you will have to spell out what you want to be for somebody. You must also spell out to us what the delineation is between College Extension and the old fashioned Adult Education in the public schools.

How do these two complement or supplement each other? I would like to reinforce the speaker's admonition to do more research. The immediate question comes up: What kind of research? What do you want to find out? It seems to me you ought to find out what new education does for people. For example, what are the effects of meetings and conferences and courses (which are set up) on the solving of problems? The input - output models so widely used today, to a great extent, could be a model for measuring impacts of educational programs.

Our speaker emphasized that there should be continuous exercise of the newer mediums. I'd like to add to this that there should be continuous examination of the older mediums. For instance, look at the professor. What does he do in Continuing Education?

Our speaker has emphasized change. What kinds of changes do we want to achieve? Do we want a better quality of life? If so, what dimensions of life? Could there be more artistic endeavors? Should we become masters of skills? Should we have more leisure and learn to make better use of it? Do we need an increase of our intellectual capacity to improve our personal relationships? All of this refers to what educators sometimes refer to as programmatic approaches.

What is the program of a University in Extension? You have developed very successful models in the past in Extension. The model of a coming age is one of the most successful models for Extension of the past. I would like to see someone develop the equivalent of a model of the city-age showing what we need much more than the company or industrial age today. I admit that the company -- industry -- still has its place. We are of course hampered at times by the lack of national goals in education. And yet, it is interesting that one of the very few national goals in education, which was supported by finances, was Extension, since 1874, if I understand correctly. Only since 1965, however, with the ESEA and other Educational Acts do we have some additional national goals spelled out. How those relate to our state and local goals remains your job as educators. You have to show this to the Administrator.

Let me emphasize that Administrators should do everything to encourage experimentation and invention. I deny, of course, (since I am an Administrator now) that Administrators are conservative by nature. I find it very interesting that faculties are far more conservative by nature, and until very recently, I have been astonished at the amount of conservatism which there is in faculties in colleges. You in Extension have the great advantage that you are not tied down to the system as much as the academic schools. It has been suggested that Extension personnel be treated the same as faculty. I wonder whether being the same as faculty in terms of tenure and a few other things (I exclude money) is really to your great advantage in the long run. The Academic system is not so flexible as we sometimes pretend it to be.

M. H. McMichael: As Stan Robinson has said, those of us who are involved in Continuing Education are on the firing line; we are on the action line. We are where the change is taking place. We see it taking place. It's up to us, and I will agree with Stan that we do have to do something about it. We can't sit back on our heels and say, "well, we'll see what the other guy is going to do." Progress and advancement in science is going at such a rapid rate that our society cannot even keep up with it. It used to be said a few years ago that a person could prepare himself for a job and would possibly change that job twice during his lifetime. Today, we don't know exactly how many times a man is going to change a job, but he has got to be fairly well secure in the position that he is holding down at the present time.

For example, the physicist, the nuclear engineer or a doctor (as Stan mentioned) in many places are required to keep up with change through Continuing Education in their field. But, what about the "common" janitor who is bombarded with all kinds of cleaning materials, new kinds of floors, new kinds of this and that which he has to keep up with? This job of Continuing Education is going on all the time. How about the housewife who has to deal with all the different kinds of canned goods? And especially at the present time the variety of soaps that are on the market! You can't say that her job has an ending; it never ends.

At the present time, there is such a heavy outpouring of new inventions, new innovations, new developments, new research, that a student never really finishes his job of learning. Some get tired before they finish their schooling and quit in order to relieve the anxiety of having to study day after day. They take a job and go at it. Unfortunately, we have many drop-outs from high school or the first or second year of college. There have been many studies made in colleges that show that they drop out not because they do not know what is going on, they drop out because they don't like the professors. What they're doing in college does not prepare them for what they want to do; however, when they quit school and take a job, then they are more than ever in need of Continuing Education because, as I just said, things are advancing and changing all the time. This is where the person who is interested in Continuing Education or who works in Continuing Education comes in. We have to step in and help fill this need.

I disagree that the extension person must be a specialist in a certain field. He is a specialist in a certain field, but that field is how to take care of the students that are asking for help. We don't have time to learn a specific job such as a scientist or chemist. We have to be the specialist in the art of bringing students together and preparing a program that will help them.

I've been asked by others what the policy is in Continuing Education at the University of New Mexico where I come from. You know it's a very hard policy to state when you come right down to it. You can pull a lot of words together, but a policy for Continuing Education is to help those who are in the process of going from one job to another or learning more on the job than they have got at the present time. I don't know how one would state such a policy. This, itself, will change from day to day or from institution to institution. Each institution itself works in different ways than others. In the Southwest, we do not want to forget the student who is a drop-out, those that do not know how to read and write (and you would be surprised at the number of people who cannot) and still have to have this type of education.

Lloyd Drury mentioned the Continuing Education Colleges and Junior Colleges, Community Colleges. They are going to help meet these needs with vocational courses that are being offered or the vocational programs. There is a lot of money available for such efforts, but what's going to happen when the money runs out? Maybe we will always have it. I don't know; I doubt it. I do feel that we should in some way, make our Junior Colleges or "branch" colleges help pay for themselves. They will not be self-sustaining entirely, but we have to find some means of reaching everyone.

We'll try to put on anything that is not illegal or fattening or too formal, something that will try to help each individual. And if we can do this, we who are in the Continuing Education field are on the firing line. We can bring about change for the better and help people to understand the society that they are living in and also help them to become better qualified. If we can accomplish all this, we probably can say that we are doing our job to some extent.

Don Searcy: We are honored to have had Stan Robinson give us our keynote address at this first Regional VI NUEA Conference. Speaking about the Conference, I have to comment on the mailing productivity of the host institution. You may remember the quotation from World War II about the RAF's superb role in the battle of Britain: "Never have so many owed so much to so few." Never in my experience in NUEA or any other association, have so few received so much information about a Conference so far in advance and so steadily paced to give us additional information throughout the ensuing weeks. My role, here, I think, is to react to Stan's message. I both agree and disagree with what he has said since I assume the purpose of a reaction panel is to provoke some discussion.

I guess it won't help for me to say, "I agree, I agree, I agree." So I will be the devil's advocate with what Stan stressed as his major point of concern.

The activity which is going on aimed toward removing the administration of some so-called, Continuing Education programs, from our Extension Division and such activities being carried on by other agencies such as professional societies. Personally, I don't find this particularly disturbing in and of itself. Stan, in his inaugural address last July and also today, urged us to establish a systems of priorities, both through this association and for our respective operations back on our own campuses. All of us are well aware that Continuing Education or Extension establishment *cannot* be all things to all men. I do not agree with Stan that we in Extension can always do a significantly superior job in what he calls programs for the do-it-selfers. Perhaps my apparent lack of concern stems from the fact that my institution, the University of Southern California was for a long time undergoing a decentralization process with regard to special or Continuing Education programs. We have on our campus some pretty sharp people outside of Extension. In fact, I'm not sure we have the sharp ones in Extension, and we have some staff members on the campus who are pretty good do-it-your-selfers. And they *are* good, and this is the key word. If they can do it as well or better than we can with respect to certain kinds of operations, we then have the opportunity to improve the programs for which we are already responsible and for which we already say we are under-staffed. We have some excellent people in charge of Continuing Education in our School of Dentristry, in our School of Medicine, Executive Programs in the Business School of Administration, Conferences run by our Gerontology Center, the Institute of Urban Ecology, and occasionally we are called upon to help them -- but not always.

Our particular shop runs Conferences for Engineers, Marriage Counseling Institutes, a graduate program off campus in Engineering, our graduate education programs in California, even in Nevada, and in Europe in Heidelberg this summer. These need our constant attention and evaluation. A master of liberal arts program to begin in 1970, still gives us too little time to do the existing job properly. Two other points made by Stan cause me to react somewhat as a devil's advocate. He says that we are not treated with proper respect by the members of our own campuses. I have been hearing this at every NUEA meeting since 1951. I submit that when there is a meeting of an association of the teachers of English, a training Directors Association, a Bomber-pilots Association or any number of a hundred kinds of associations, that they will commiserate together about how they are unappreciated and lack status back home. We all have our special roles to play for our own institutions. Perhaps ours is not as lofty as some, but our priorities should include those of doing what we can, the best we can.

DINNER ADDRESS - DR. GLEN L. TAGGART, PRESIDENT
UTAH STATE UNIVERSITY

"HOW THE UNIVERSITY CAN MEET ITS RESPONSIBILITY IN CONTINUING EDUCATION AND EXTENSION"

Dr. Sheffield, Dr. Robinson, Dr. Drury, Dr. Bennett, ladies and gentlemen: It is a personal pleasure for me to be with you this evening and to participate in the activities of your Western Regional Conference. Having been closely associated with Continuing Education and Extension for all of the years I have been involved in higher education, I have developed a special interest in the subject I was asked to speak upon: How the University Can Meet Its Responsibility in Continuing Education and Extension.

As one reflects on the needs of society today and the rapidity with which needs are changing, it becomes increasingly clear that probably no university will be able to adequately fulfill its obligations in Continuing Education and Extension -- so great will be the demands. Few institutions of higher education will be capable of making the necessary program adaptations, devising the new teaching methods, or changing the established attitudes swift enough to keep pace with society's evolving requirements. The hustle and bustle of our time blurs the possibility of approaching the task with any kind of effective management and sequential development. At best our efforts will be less than adequate.

The truth is the nation's Extension and Continuing Education programs are hard put to meet today's needs and solve today's problems, yet these will most certainly be replaced by tomorrow's more complex needs and problems, and those in turn by the even more vexing requirements and issues of the distant future. How can any institution attempt to respond to all of the myriad demands of modern society? How can it even approximate the requests for technical, professional and post-graduate Continuing Education; the cries for citizenship training and for sustained opportunities for emotional, cultural, and intellectual development; the pleas for family life and consumer education; the call for programs to combat the wide range of urban and rural problems; to name but a few of the duties asked of the Continuing Education and Extension Divisions of the modern university.

To a degree never even dreamed of a few years ago, America's universities have been invited into the middle of society's affairs and problems, and there is hardly a university in the land which has not felt the responsibility to examine its resources and respond to the invitation as best it can. Today there are few social, business, or governmental interests which don't draw heavily on the skills and resources of the universities.

The economic and social stability of the nation, as represented in such problems as urban living, pollution, and land and natural resource utilization, among many others, will be dependent in part on the useful application of the expertise available on the university campuses. Indeed, never before have the universities been expected to fulfill so many of the American people's high hopes. Thus it is no exaggeration to say that the modern university has taken a new place at the center of society.

The time has long since passed when a man's career could be taught to him in his early years. Today's rapid accumulation of knowledge and the resulting technological advances can render years of training and education obsolete. These present-day realities intensify the universities' urgent thrust into the affairs of the people.

The modern university has a responsibility not only to those on campus pursuing a degree, but also to those off-campus with special interests, with vocational and professional skills in need of being updated and improved -- to any with interrupted educations. The university has a duty to serve government, industry, and the other organizations and units of society as well.

In earlier days, extension dealt significantly with the problems of the nation's then largely rural society. But while the term was once synonymous with agriculture, home economics, and 4 - H Clubs, extension now encompasses a sizeable portion of the ever-changing economic and social affairs of the nation. Without lessening the more traditional services to the agricultural industry, extension now serves both rural and urban interests. Extension is the means by which the influence of the institution can be stretched far beyond the campus boundaries to nearly every American family and to people throughout the world.

Extension and Continuing Education programs have injected a new facet in the American university's total endeavors. They have brought adults and younger students together in seminars and institutes; they have recruited leaders from industry and government to join with resident faculty to merge the practical with the theoretical; in a very real and vital sense, they have opened up the campus to new approaches and perceptions. Extension and Continuing Education have become the process by which the university meshes its staff and programs with society to guarantee the relevancy of classroom offerings. Through Extension and Continuing Education the campus is wed to the public it serves.

Given these observations, I'd like to use this opportunity for some expressions of mine which deal with the problems of Continuing Education and Extension and that I hope may, at least in part, find sympathetic response among you.

First, and as a backdrop to the other considerations I will mention, I am convinced that the role of Extension and Continuing Education as an educational arm of the university needs to be better articulated.

In spite of extension's proven successes -- or perhaps because of them -- conflicts have developed on some campuses between the Extension Divisions and the Academic and Professional Departments. I'm sure you've heard these arguments many times before. The critics of Extension and Continuing Education contend that Service Divisions try to do too much for too many, and describe their offerings as a cut-rate smorgasbord lacking the standards which supposedly characterize the on-campus educational functions.

I do not want to become inwrapped tonight in this sterile argument or be placed in a position of choosing which of the three arms of a university -- teaching, research or service -- is the most important, for I view all three as essential elements in a university's program. I suggest that each arm bears a symbiotic relationship to the other two. Symbiosis is the biologist's word for an interdependence between living things, harmful to none, beneficial to all, in contrast to parasitism which can be harmful to one if not to each of the parties involved.

I have heard some educators roundly attack the service and research functions of the universities as being parasites who feed off the reputation of the institution and who offer very little or nothing in return. Perhaps such parasites exist within universities, but it is hard for me to comprehend such a situation.

Rather, I am inclined to believe that part of the difficulty has been the tendency for university administrators to structure the extension function as separate and apart from and inherently inferior to research and teaching. Certainly one of the responsibilities a university has to Continuing Education and Extension is to make them equal partners in the over-all program of the institution. When treated as an expendable appendage, service activities suffer, but so do the teaching and research functions. Every effort should be made to bring extension into contact with all the university's disciplines and to encourage the intellectual cross-fertilization that such integrated efforts foster.

My second observation deals with the necessity for an adequate funding of the extension budget. I have noted that few, if any, universities invest large amounts of money in their service enterprises. The big investments seem to go to the Academic and Research Divisions. As a result, Extension and Continuing Education programs are typified by limited physical facilities, comparatively low salaries, and inadequate operation budgets. In all too many institutions, service activities are required to "pay their own way" while the research and academic arms receive generous -- sometimes lavish -- support.

Because of these limitations, Extension and Continuing Education have not played the role they might have as a source of vitality and ideas in identifying public problems and needs and in carrying quality educational programs to the growing number of people wanting them.

UCLA's Paul Sheats has summed up the situation rather succinctly. "Few social movements in this country's history," he said, "have established so important a role and involved so many people in the scope of its activities as has Continuing Education. This has come about in spite of the absence of an institutional structure specifically designed for the operation of a Continuing Education enterprise and without benefit of a clearly definable constituency. Fragmented, uncoordinated, deprived of adequate fiscal support, low on most lists of educational priorities, claiming national attention and causing public concern, the field of Continuing Education is an anomaly in American society. It flourishes in the face of adversity, it grows on a starvation diet, it thrives even on barren soil."

While Professor Sheats confined his remarks to Continuing Education, they apply equally to Extension, and they lead me to my third observation. I am convinced that Extension and Continuing Education staffs need to invest more time in study and review of where they are going -- and why. I'm confident you'll agree that people in service activities have not always devoted enough effort to exploring the strengths and weaknesses of their programs. In these critical times, choices must be made and they should be based on thoughtful research which informs and illuminates.

Not too long ago I came across a text from Gertrude Stein that rather clearly exposes the current stance of higher education -- and particularly, it seems to me, clarifies the present state of affairs of Extension and Continuing Education. Let me quote:

"Education is thought about and as it is thought about it is being done. It is being done in the way it is thought about, which is not true of almost anything. Almost anything is not being done in the way it is thought about, but education is. It is done in the way it is thought about and that is the reason so much of it is done in New England and Switzerland. There is an extraordinary amount of it done in New England and Switzerland. In New England they have done it -- they do do it -- they will do it and they do it in every way in which education can be thought about....They do it so much in New England that they even do it more than it is thought about."

While I wish it were otherwise, Gertrude Stein seems to have accurately sized up the situation. We too often have been guilty, I'm afraid, of doing education "more than it is thought about." Engulfed by rising demands for educational services, we have had to be content with merely responding to the more urgent problems without subjecting ourselves, our work, our objectives to the kind of vigorous self-analysis warranted. Consequently, Extension and Continuing Education programs have been vulnerable to charges of existing without aim and in the absence of well-defined goals, of adhering to strategies of drift, of embracing opportunism and expediency.

In a time when all universities show evidences of strain in seeking to adjust themselves to unprecedented situations, there will always be some confusion and a certain amount of argument. The far-reaching transfigurations that have taken place in American universities during the last quarter of a century are very reasonably the subject of contention and debate.

And if we experience difficulty in evaluating how well we are doing now, it is even more difficult to try to project ourselves into the future and attempt to establish some long-term goals. Yet this is precisely what must be done. It is not simply a matter of raising a few questions about the adequacy of our current efforts. We will have to extend our probing to the more basic matters of what demands can a public legitimately make of a university, what services should a university provide, what re-organization needs to take place. These and other questions cannot be avoided if Extension and Continuing Education are to reach full acceptance as an important arm of higher education.

Dean Armund Hunter of Michigan State University has been exploring these very questions, and in the course of his studies he has had to make some predictions of the kinds of changes likely to occur in the future and the implications these changes have for the direction in which higher education should be moving.

Dean Hunter predicts that the nation's population will continue to increase and that there will be a parallel increase in the percentage of people taking advantage of higher education. He anticipates further reduction in the retirement age of many occupations and professions. He forecasts an increase in the percentage of working women, in the mobility of people, and in the needs of retraining and reorienting people to new positions. He heralds a reduction in working hours. He believes automation and other factors will tend to decrease the percentage of "blue collar" workers and increase the number of "white collar" workers. He looks forward to significant increases in training efforts in human relations. He forecasts new working conditions demanding a knowledge of and a sensitivity to people of all cultural groups. He predicts ever-increasing numbers of people turning to universities to provide more services and solutions to problems. And, finally, he presages marked changes in the structure of the family and community.

If Dean Hunter is correct in his predictions -- and there is mounting evidence that he is -- changes will be needed in Extension and Continuing Education's areas of emphasis. New Programs will have to be devised to concentrate on education for the aged, human relations and leadership training, health education. More attention will need to be applied to home and family life, recreation and tourism, science, occupations, and public affairs. New programs will hopefully reflect liberal education as well as education for international understanding.

My fourth observation deals with the high priority extension needs to assign to the up-dating and up-grading of its programs.

If the universities are to sufficiently respond to the new problems and aspirations of society, they will have to develop a sophisticated array of methods and techniques to implement the task. The traditional roles of Continuing Education and Extension will have to be expanded and supplemented.

"Make no small plans for they have no magic" is an old admonition so often cited that it has become rather threadbare. But the size of the task facing higher education requires plans conceived and executed in the grand manner and with enough flair to capture the interest and imagination of a society deeply immersed in seemingly insolvable problems.

The comprehensive educational demands will call for an innovative approach to the dissemination of knowledge, an approach which will utilize a broad spectrum of educational tools and instruments, including radio and television, off-campus instruction, regional residence centers, independent study, conferences and consultations, Continuing Education centers.

A quick survey of the national scene provides some evidence that substantial progress is being made in the direction of innovation education. While some of the approaches I shall cite are not particularly novel, they contain a measure of what Adlai Stevenson once referred to as "style and substance" -- which no doubt contribute significantly to their success.

Consider, for example, the "Laboratory College" of Northwestern University. Using a bus as a traveling classroom, the university conducted a series of seminars designed to provide the enrolled students with an understanding of what made Chicago tick -- or not tick in some cases. The city itself served as both the textbook and the laboratory. The students emerged from the seminars with a heightened insight into the troublesome and formidable problems which envelope the Windy City.

Then, too, there was the "Metroplex Assembly" of St. Louis' Washington University. This ambitious program used the local educational television station to air a continuing public affairs institute on the crucial issues of St. Louis. The Continuing Education staff staged a series of "listening posts," as they described them in conjuntion with the TV broadcasts which brought together university faculty, civic leaders, government officials, and private citizens to discuss in depth typical urban issues. Those who attended the Assembly became acquainted with urban planning and development, housing, crime and law enforcement, civil rights, and a host of other metropolitan problems.

The Fine Arts Program of the University of Chicago combined seminars, visits to theaters and museums, discussions with artists and actors, and actual personal experience in painting, playing instruments, and reading plays, in an attempt to develop in the participants an awareness of the arts in general, a special knowledge of one art form and general knowledge of others, and a sense of responsibility as a citizen-patron of the arts.

One of the main points I want to make this evening is that, for the future, a new approach to Extension and Continuing Education will be required. Highly formal and increasingly obsolete educational formats will of necessity give way to methods which promote the development of individuals with searching minds and the ability to apply newly acquired insights to an ever-expanding range of problems.

You've probably already predicted my final observation, knowing that I am a former Dean of International Programs and Studies. I have a strong commitment to the pressing need in America for people with a sound basic approach to international education, and I am convinced the Divisions of Continuing Education and Extension can play a highly meaningful role in the development of a cadre of people sensitive to the requirements of living and working in an era characterized by complex international involvements.

Since World War II, Americans have increasingly, and often enthusiastically, engaged in international affairs. Traditionally attuned to national needs, American higher education has tried to keep pace by developing an extensive international dimension. Unfortunately, recent disappointments with overseas involvements encompassing the economic, political and military spheres have tended to blunt this enthusiasm. As a result, our national consciousness of a need to expand this country's capability to engage in peaceful international pursuits has begun to diminish. Extension and Continuing Education programs can do much to reverse this trend.

During the last two decades, many American universities have been participating in programs of technical assistance in less developed areas of the world. The accomplishments registered in this period have both sobered and inspired our society. On the one hand, optimistic and internationally minded people could foresee a new era of progress in expanding knowledge and the capability to solve problems and achieving the rewards of civilization for all of mankind. On the other hand, the intensive involvement of the technicians, educators and political leaders in this massive effort has impressed upon us the many perplexing problems that must be understood if future efforts are to be effective.

Many of these technical assistance programs were conceived primarily to assist the less developed sectors of the world, and thus to contribute to the national interest abroad. History may well record, however, that their most significant contribution has been to create within American higher education a critical mass of manpower competence in an international dimension, which provides an unprecedented readiness to study, understand and serve the international needs of our society.

With its tradition of commitment and sensitivity to the broad national needs, extension should accept international education as a significant and positive aspect of its programs. Through a variety of new approaches, an extensive campaign could be mounted to relate as many people as possible to the realities of the world in which they live and to better prepare them for working with others not made of the American mold but whose basic human frailties and aspirations closely resemble our own.

Some 1,500 years ago, St. Augustine correctly pointed out how time is really a three-sided present. He said that time is the present as we are now experiencing it, and that time is also the past as a present memory and the future as a present expectation. Using St. Augustine's standard, we come to the realization that the future has already arrived. At least, what we are doing now is forming the shape of the future in the same way that life as it is being lived in 1969 was determined decades ago.

The implications are obvious. The world in which our grandchildren will live is imminent. Since the campus serves as virtually the brain of society, the decisions we are making now, the ideas we are projecting, the dreams we are formulating will determine the quality and conditions of life in the twenty-first century. If our legacy to the future is to be in the form of a better, more productive society, we need to begin working toward its achievement now.

DIVISIONAL MEETINGS: INDEPENDENT STUDY (CORRESPONDENCE)

The principal discussion of new methods, technologies and combinations of both in Independent Study course development opened with statements from Dr. Stanley Jencks, Assistant Professor of Mathematics and Education at the University of Utah, Dr. Mark Sorenson, Instructor in Library Science at the Utah State University, and Dr. Mark Palmer, Chairman of Home Study at Brigham Young University, all experienced in successful correspondence instruction. Use of tapes to challenge students to disagree with texts, for greater student involvement, closer rapport and greater creativity was stressed; use of flip chart, film strips and a variety of other activities in student learning were discussed informally.

Dr. W. Donald Brumbaugh, Professor of Educational Administration and Director of the University of Utah Educational Media Center, reported on the potential for independent study of the EVR player demonstrated at the Portland DAVI Conference, from which he had just returned. Group members received EVR information packets on the player. "How to use ERIC" was briefly outlined by Grace Donehower, Director of Correspondence Study, University of Nevada, to wind up this short session.

COMMUNITY DEVELOPMENT

The program committee of Dr. Wes T. Maughan, Utah State University, and L. Keith Wilson, University of Utah, decided upon the subject of comparing economic development in rural and urban areas and comparing the similarities and the differences. Presentations were by Dr. Keith Roberts of Utah State University and Gordon S. Thompson of the University of Utah.

Dr. Roberts began with a general definition of Community Development as social interaction in a community for the overall betterment of the area involved. This could be applicable to either the rural or urban areas. Then he followed with the factors necessary for economic change and development and the multipliers that had been calculated for the various fields of economic endeavor. These applied to both rural and urban areas, but there were many more alternatives and shades of choice in the urban community. The goals of such development were largely the same regardless of community size as were the methods if the numbers game and subtle choices were included. In summary, he stated that he hoped Extension Education could change with and keep pace with the constant change that society is undergoing.

Mr. Thompson stressed the growth of his understanding of community economic processes as being parallel with his own personal experience in the field. At first, as he was exposed to years of graduate work, he felt that the answers and even reality was best expressed in theory. Then when he became involved in the University's Bureau of Economic and Business Research, he was sure that research and problem-solving was the end. Lastly, as an Economic Advisor to Indian Reservations in the Northwest, he is convinced that he has come to the root of all problems and economic questions, and this root is people. To Mr. Thompson working with Indians, whom he called sub-rural, there were the basic problems present that were discussed by the first speaker, and it was a matter of degree more than a different problem.

In the informal, open discussion that followed, many comments were made. The people orientation of Mr. Thompson was stressed along with local control, interpersonal relations and community martialed resources. These factors seemed to be more measurable and even controllable in the rural setting and more diverse and sophisticated in urban areas. One person dealt with the great amount of planning and resource aid available for metropolitan areas and for sub-rural areas, but he wondered why comparable help was not possible for those in the middle. Another felt that industry in capitalism would always fill in the vacuums and that a near-invisible hand would operate in areas that industry would find profitable.

A switch came near the end of the discussion when the opinion of one observer was that no one seemed to be involved with the social costs, and that environmental, social and attitudinal development had to exist concurrently with economic development. The group agreed on this, and the chairman admitted that it had been determined beforehand that trying to isolate any one aspect of Community Development was unreal.

Closing time came with many questions unanswered and with each group member still wishing to have time to explain his particular brand of Community Development.

In a small rump session after five o'clock a desire was expressed that there should possibly be regular conferences, seminars, or meetings on Community Development among those interested.

DIVISIONAL MEETINGS - VICE PRESIDENTS, DEANS AND DIRECTORS

Sixteen Vice Presidents, Deans and Directors were in attendance. The session was a full hour and one-half in length.

Harold Glen Clark of BYU, Chairman of Region VI and Chairman of NUEA Regions Committee conducted this session. Fortunately, NUEA President, Stanley C. Robinson of University of Illinois (Dean, University Extension Division) was present to give the national picture of NUEA and to answer questions which were of common interest.

PROCEDURE OF THE MEETING:

1. Introduction of all in attendance - their names, titles and institution of affiliation.
2. Discussion and election of Chairman for Region VI for 1969-70. Dr. Harold Glen Clark, Dean, Division of Continuing Education, Brigham Young University was elected.
3. Determination of the site for the 1970 Region VI Conference was made. Dr. Wayne S. Martin, President and Dean of General University Extension, University of Nevada, extended an invitation to this body of regional Deans and Directors to hold the 1970 Regional Conference at the Reno campus of the University of Nevada. A vote was taken with the resulting unanimous decision to hold the 1970 Regional Conference in Reno. Dr. Martin will serve as local Conference Chairman.

Due to the national Galaxie Conference in December, 1969, and the regular NUEA meeting in the Spring of 1970, it was generally felt that the 1970 Reno Conference should be held sometime during the Fall of 1970.

Dean Sherman B. Sheffield of the University of Utah said he would be pleased to provide Dr. Martin with whatever information, results and evaluation from this first year's meeting which may be useful to the Reno meeting.

Dean Sheffield also indicated that an evaluation of this Conference would be mailed shortly after the close of the Conference.

4. Various other discussions ensued concerning such topics as:
   a. Types of possible Regional Activities
   b. Varieties in Programming among Regional Institutions
   c. Possible new NUEA institutional members within our Region VI
   d. How can the Regional "Organization" assist specific Institutions?

In conclusion, it was felt that perhaps to enhance the value of this Deans' and Directors' session, a previously determined written agenda (items from any Dean or Director to be included) should be prepared and distributed by the Dean or Director who may serve as Chairman of this Session.

DIVISIONAL MEETINGS: EVENING CREDIT CLASSES

Chairman Robinson addressed the session, setting the theme for the meeting: "We should consider programs in light of the special methods used in adult education." Chairman Robinson asked this question: "Why should we talk about these methods?" We should discuss them because:

(1) Continuing Education does not have a formalized curriculum.
(2) Continuing Education is constantly innovating.
(3) Continuing Education is serving students who are taking courses on piece-meal basis.
(4) Continuing Education does not have a captive audience.

SPEAKER #1: Paul Butterfield, Dean, Continuing Education, Weber State College, Ogden, Utah

Dean Butterfield stated that Continuing Educators are thought to be opportunists, and with the premise, he was in total agreement. Continuing Education must define audiences. These institutions must be both adult oriented and goal oriented. Dean Butterfield further charged Continuing Education with the responsibility of listening to what various groups have to say concerning their own needs. With this approach courses can be developed meeting these needs and also provide inroads to further classes and courses of study. He cited the Weber State College police training program as an example. Also, Continuing Education should not be paternalistic toward the public. They should not be a staff of judges. A second program mentioned by Dean Butterfield was one conducted under the wing of Head Start. This program is designed for low-income families. Classes taken under this program receive credit if, at the conclusion of the two-year program, the student is able to pass the college entrance test. In conclusion, Dean Robinson stated that it was not sufficient to plan new programs. He also believes that it is necessary to program instructors for these classes. It is necessary to have interaction between the following groups: (1) between agencies and the college; (2) between agency and agency; and (3) between departments of the college.

Question: What effect will the newly created Utah State Board of Higher Education have on program offerings?

Answer: This is a real hazard because of built-in bureaucracy. At Weber State we are going ahead with new programs with the desire of getting them established before any decision can be made.

Question: Are you working with private and public agencies in connection with evening programs?

Answer: Yes.

Question: Do the programs receive credit?

Answer: Some do and some do not. Most programs are intertwined with credit and non-credit offerings.

SPEAKER #2: Russell G. Hales, Assistant Dean and Administrator for Evening Classes, Division of Continuing Education, Salt Lake City, Utah

The program offerings at the University of Utah which are designated as "non-credit programs" should be classified as "super-credit classes." Specific programs in this area mentioned were the Technical Institute and the Secretarial Institute. The "Technical Institute" evolved from the specific needs of industry in the Salt Lake Area. One and two year programs training technical assistants and managers in four areas were established. Course content is taught by the same staff that teaches the academic courses offered through the regular university. The Secretarial Institute is a new program being offered which combines the offerings of the specialized departments with the skill course offerings.

Question: Does the University of Utah Division of Continuing Education offer different areas of credit?

Answer: Yes. The Division offers credit leading to certificates and/or diplomas. Also, residence credit is awarded for approved course work leading to a four-year degree.

Question: Are the Technical Institute and Secretarial Institute self-supporting?

Answer: Yes. The University does contribute classroom space. All other expenses are borne by the two institutes.

Question: How does the evening class fee schedule compare with the day program schedule?

Answer: The fees are the same with maybe a one or two dollar variance.

Question: Can the day student take evening credit courses?

Answer: Yes. However, the day student does not contribute financially to the cost of running the class. As a matter of fact, approximately 40 percent of the evening seats are occupied by day school students.

SPEAKER #3: Dell E. Purnell, Director of the Uintah Basin Project, Utah State University, Logan, Utah

We should look at our programs in the light of their relevance and innovations. The excellence of programs cannot be jeopardized. The Uintah Basin Project serves a limited number of people in the northeast corner of the state of Utah. University faculty are taken to the teaching sites to conduct educational programs. Any available facility is utilized as an instructional plant. The program evolved from changes made by the Utah State Legislature in a proposed Junior College program. The Junior College program was shelved and two regional extension centers were established--one in Roosevelt, Utah, and the other in Moab, Utah.

Question: What is the fee schedule for the classes and what are the costs operating the program?

Answer: Sixty percent of the cost is borne by Utah State University. Fees charged are commensurate with fees charged by a Junior College. USU recognizes only fifty percent residence credit toward a degree.

FRIDAY MORNING SESSION

Theme: "Reaching the Potential Student"

Panel Discussion: "Discovering Who They Are and Where They Are"
"Successful Practices Used in Reaching the Students"

Panel Members: Harold G. Clark, B. Y. U., Chairman; Donald M. Searcy, University of Southern California; Wayne S. Martin, University of Nevada; M. H. McMichael, University of New Mexico; Edgar J. Louttit, University of Arizona; William F. Murison, Humboldt State College; Richard H. Henstrom, Brigham Young University; R. Paul Cracroft, University of Utah; Robert G. Ruff, David W. Evans and Associates.

Harold Glen Clark: We are glad to see you here this early in the morning. Only the faithful come out this early. The tried and true.

I know that we all think we are pretty well informed and that we are quite smart in our professions, and in what we know, and how much we know, regardless of our stations. However, I heard this story yesterday. A little old lady was coming to a convention. She was urged to come by jet plane. She said she simply would not go that way. She believed she should travel the way the Lord intended for us to travel in the beginning. She was coming by train. Well, we need to recount a little bit.

We hope that all of the participants on the panel this morning have thought a little bit about the theme. We gave them an outline. It is a big subject, a bit like a big watermelon. No matter how big it is you can lift it if you can just get hold of it. And so, we are concerned this morning about getting hold of the subject. I would like all of you to think about the recent U. S. Office of Education publication I'm holding here called, ADULT EDUCATION IN THE UNITED STATES. (It is a reprint from TECHNICAL EDUCATION of May, 1968.) For the first time we have an accurate estimate of the number of adults in the United States who are concerned with Adult Education. They are really our market. How many people do we have access to? I know that we excuse ourselves occasionally with remarks like that of a boy in one of the B. Y. U. math classes. He came from southern Utah and the professor said to him, "How many thousandths of an inch are there in an inch?" And he said, "Oh, Golly, I don't know. There must be millions of them." And so with our potential market--oh, there must be millions of them. Can we define it a little better? Can we think about it? Now, Roger DeCrow has tried to do that. Taking it from the Johnstone report which was supported by the Carnegie Foundation. Probably the only one that we can hold to in its sampling. They came up in 1962 with more than 114,000,000 adults in the United States, or about half of the population. If that holds true would you think about your own state, or your own town, or your own institution, or whatever group you may be serving, and in those terms fix your minds, both the panel members and the audience, on this potential. I figured it out for our institution in Provo, Utah, a private (church) institution, and we came up with a figure close to a million Mormons that we ought to be specifically concerned with who are "stockholders" in that institution who are potential candidates for us to serve. We serve everybody who will come there, of course, regardless of religion. But esentially there is the market. Now, I don't know what the population of Arizona is now, say, a million and a half? And so you take a half of that and those are the adults in Arizona that are your potential market.

Of this 114,000,000 population, 61% had engaged in some kind of a "planned educational experience." It wasn't always at a university. It might have been at some other institution. But some 61% of the people had engaged in some kind of educational experience. The Johnstone article goes on to break it down, of course, into the number who are deliberately self-directed. That is they don't need any teacher particularly. They get the books, or they might hear a teacher referring to something, but they esentially move into a bridge playing course, or a "how to do it" course of somekind. They are self-directed learners. These represent a large group. I'm not so sure that we are on the ball about this market. Otherwise, we might have more planned programs through correspondence (a whole field we haven't even touched.) The commercial people are doing it. I want to tell you, unless we are on the ball we are going to lose a lot of the potential market and service that we might be able to give. Major institutions are now setting up their own correspondence courses, and their own little "colleges" within the Army, or the Navy, or IBM, or other institutions. Even Geneva Steel here in our own state might find it necessary to do this unless the four institutions of higher education in Utah get busy and find out what they need.

So, this panel's area of concern this morning has to do with, first of all, the target area. What are we shooting at? What is our target? We hope that this discussion will be projected over into the small group discussions which follow today in the various divisions. We hope you will say in the correspondence group, or in non-credit, or in other areas, this is our target. This is what we dream up, or think up, to be our particular goal, these potential target areas that we haven't discovered or we haven't gone into. I have a theory (my colleagues have heard this until they get tired of hearing me say it) that is an old idea, really, that we have rehashed again and again, that we find excuses saying our problem is our competition, or we don't have the money, or we can't get the money, or our staff is limited, and so on and so forth. I know those are important reasons and we can't just sweep them under the rug, but can you get these excuses out of your mind this morning, and go into a little freewheeling with this panel. Let's deliberately get into this area of discussion. Think instead that it isn't the competition. There are not enough Universities in your state to take care of the people who would flock into your courses and programs if we could just get them to get going on what they would like to become and they are aroused enough to do some self improvement. And so with businesses and so with every potential source of participants for continuing education. Will you think of that? And when you think it, consider that there is surely a way to get faculty that we haven't thought of before. We are merely talking about potential markets and we are not going to let those things stop us for the moment.

Let's begin now with our panel participants here on the stand. You can see how learned they look, beginning with Donald Searcy here on the left; we will go right down the line so that you will know where the participants come from. Wayne S. Martin, University of Nevada; M. H. McMichael, University of New Mexico; Edgar J. Louttit, University of Arizona; William F. Murison, Humboldt State College; Richard H. Henstrom, Brigham Young University; R. Paul Cracroft, University of Utah; and Robert G. Ruff, David W. Evans and Associates.

We deliberately picked Bob Ruff because he is not in education as we know it, but in the broad field of advertising, and reaching people, and we know that he is going to bring us back to reality. Now we are not talking about the huckstering low level, supermarket tactics this morning. We are going to deliberately talk about the promotional aspects of education--actually advertising our wares, taking the things out of the warehouse, and explaining to people so that they will want them.

Would the panel first talk now about the target areas. What are they and who are they? Rutgers College sent nearly all of you, I believe, this little booklet here concerning AT and T. Rutgers people worked with the Telephone company (the Bell system) and here was a large potential market. Rutgers went to AT and T on the basis of "What are your problems?" The Company came up with a whole list of problems, all explained in here. There were a number of problems that had to do with personnel, the world around us, planning, decision making, etc. Then, working with the telephone company, Rutgers came out with a block of things that they could do working with these people. The point I'm trying to make is that the potential participant is a most appropriate source of information. I wonder how much we have worked that over? As a panel can you react to that? How much have you done in California, Don?

Donald M. Searcy: We certainly aren't very sophisticated in Southern California as far as promotion is concerned. Dean Clark has asked us to be rather specific about what we were going to talk about today. We found at USC that with some of the most successful things we do, our potential market is national rather than just a southern California market. The University of California is our state's real "promotional" -- or promoting -- school. They do a real great job. We've located our potential market with the help of the educational branches of the university that we are trying to bring to the market. First and foremost the guideline we follow in programming is that it has to be an educational service which is an extension of our academic divisions. Several years ago, we had a man walk in off the street who we discovered was pretty knowledgeable and he had the idea that maybe our university in cooperation with our extension division in cooperation with the engineering department could offer what we now call a Graphics Management Seminar. We found that he was very knowledgeable in this field and our people in Industrial Engineering were quite knowledgeable. After about a year of planning we finally assumed that we had to go to a nationwide market. We found that we required a lot of help from a graphics trade magazine, a very specialized magazine going to people who are interested in graphics and so forth. We publicize what we have available to our market through the help we get from the magazine and mailing lists that we get from them. We have the eighth such mailing coming up this year. In 1967, we had 130 people attend a two-day graphics seminar, which was quite heavily supported by industry (in terms of providing the instructional personnel). This year we have people coming from Boeing (in Seattle) and so forth. You might be interested to know the attendance. Some 130 people attended in 1967. Two people were from Los Angeles, 75 were from California, and 53 people were from out of state. In 1968, we had one person from Los Angeles, 73 from California and 51 from out of state. I don't know if this is the kind of thing you want us to talk about, Dean Clark? The broad goals of the University of Southern California then are one source (or a guide) that is, to what you already have in your academic warehouse. That's in your catalog; that can be extended. This is not to sav that we don't get ideas from outside which may be from groups which express their own needs, or such ideas may be from professionals who have seen this kind of thing going on in other parts of the country. But we have the skill within the university in our academic departments, to mount up what we think is a quality program and to guarantee that it is a quality program that we will work with. If we don't have that kind of a knowledge or skill or academic background within the University, then this is something we don't program.

I have been asked how we find out from our clientele what they need, and if there is any guide that we can follow? In other words, how do you get on the ball and say, "these people have some problems"?, and that here is a potential course for us in Continuing Education? Is there any "system," or do you just wait and listen? How do you find out? Well, I think we find out in lots of ways. I think there's two ways that we at USC use almost entirely, in locating what's needed. We do this particularly through the professional organizations. People that are professionally organized are organized because they recognize the fact they need to know something. They stay within an organization. Just like you people in this conference are in an organization. You are here because you want to know something.

Wayne S. Martin: These groups call me, sometimes, sometimes I call them. It works both ways. If we have an idea, we will call them. Let me give you an example of calling them or finding out from their officers. It has been only a matter of a few days since I had to take my little puppy down to the local veterinarian. As I was talking with him, I found out that he was one of the officers in the local veterinarian's organization. As I sat there I was working on an idea. I gently broached the idea that maybe there is something here that we can do for you. Already within the past two weeks he has taken this proposal back to his own organization. We are now in the middle of trying to work out something for the veterinarian's organization. A result of simply "going to them." He had no idea that this could be done for him. He wasn't even thinking about it, until this was brought out. It also works the other way. Now, only within the past few days a group of real estate apprisers have been with me working out a plan for an institute coming up this fall for a long-range real estate appraisers program. The impetus came from them. I hadn't even thought about it until one of them came into the school and said, "What can you do?" This is a two-way street. The other thing is the very fact that specific industries will want certain types or specific kinds of training for their memberships. I have listed these things as specific. The training is going to be aimed at special types of information that we can provide for specific targets. On the other side of the matter we get cultural programming areas and we have the broad spectrum of possibilities. Don't forget that my state (Nevada) is a very small state--the very smallest one represented in this group with half million population in the whole state, and with half of that down in the Las Vegas area. So you see we have a unique problem here. But we still have ample clientele to work with. The fact is, if we were to promote to the limit of our capacity to work, we couldn't get the job done. We just have more to do than we can accomplish.

Dean Clark: Is there any way for us--I pose this to the panel--to work out a system where you systematically have contracts with wide groups, or where you make lists of all the potential clientele? Has anyone ever done that or do we just sit there and hope the real estate people will come and ask us to make a contact of some kind? Can anyone answer that?

M. H. McMichael: Well, Dean Clark, at the University of New Mexico, we have gone out and beat on the doors. We are not afraid to do this. I think one has to begin.

I don't care whether they accuse us of huckstering and doing lowbrow stuff or not. If you want to get anything done you have to start some place. So as Wayne Martin said, you do have to ask, you have to find out. Now this goes back to the old needs that, say, a new industry coming into the city will have.

Please understand that at Albuquerque we may not be as far advanced or sophisticated as you people in Salt Lake, but we are trying to get some new industry into the city. We in Continuing Education meet with every new industry that is planning to come in. They want to know what can we offer their particular company. Will we have things that will up-grade their foremen, their managers, all the way down the line to the workers themselves. This is what we try to do. We put specific things on the table and say let us know if you have something else that you want. We try to work it out with them. As I said yesterday, we'll offer anything if it is not illegal or fattening or immoral. But we do try. I wanted to ask Wayne if down at Las Vegas you offer classes for those who are in the gambling business?

Wayne S. Martin: We have in the past three years had a continuous program for Harrah's managment--so, "Yes", we are offering programs in the gambling business!

M. H. McMichael: We receive a list of all clubs, all organizations in the city, from the Chamber of Commerce. We do have mailing lists for various types of things that we think that they might want or that we know they want and we reach out that way to them.

Paul Cracroft: I have one comment about the University of Nevada--I hope you don't get too good or Howard Hughes will probably buy you. While this discussion is all very important and I couldn't agree more that we have to reach out wherever we have to go, to the gamblers, and the real estate people, and everybody else. Still, it seems to me that we may be neglecting sometimes, some of our own people. It seems to me we have a beautiful built-in market in our own regular school alumni. I used to be an alumni director and late in my career was smart enough to realize that some of these people were what we might call the part-time, non-graduate alumni. Even if they had graduated they were in constant need of what continuing education could provide. It seems to me that we should make a real effort to find these people who, first of all, have not graduated at all (and our attrition rate right here at the University of Utah is high enough that it is serious), who leave school because of economic reasons, because of military service, in our area because of Mormon missions, and all of the other reasons that take people out of school. We ought to systematically get to those people somehow, if they have not completed their regular baccalaureate course within a year or two of the time that their regular class would graduate. We should get to them and remind them by direct mail or whatever means of solicitation we can through their own publications, that there is still an opportunity for them to get some kind of education. Either come back to school in the regular way (and we certainly can't knock that) or to come back through continuing education channels and get whatever education they can, or have to, to fit in with whatever it is they are doing. I'm convinced that at our institution, at least, this area is sadly neglected. I'm sure, from what I can remember from my alumni work, that this is true of all the institutions represented here today. I used to know some of your alumni people pretty well. Well, we've got to do something to give these forgotten alumni the kind of extension of education that somehow doesn't come to one fourth of our people (sometimes, I suppose, it is an even higher percentage than that). It can be done systematically. A lot of us have computers, or something like it, that are at our disposal and very quickly now and in a highly sophisticated way we can get to these people and can provide them with at least the opportunity. We can't cram it down their throats, I recognize. But we've got to at least let them know what's here and remind them of the great potential that can make their lives more meaningful. I don't know anybody who can provide it better for them than their own institution.

Robert C. Ruff: Certainly, the alumni offer a great potential audience as Paul says. I had one other comment, though, on building mailing lists. I have a very difficult time, sometimes, convincing our advertising clients that one of the really top level jobs that they have to pay attention to is that of giving personal attention to the mailing lists. Their tendency is to turn it over to one of the clerks or typists. The idea is that anybody can build a mailing list. I would like to plead for you here at this conference to give this top level priority and top attention from your top administrative position. This is the most important single thing you can do--any kind of direct mail advertising. If you are not reaching the right people, if you are not reaching your potential there, the rest of your effort is wasted.

Dean Clark: Allright we will talk more about methodology in just a moment, if we can now clear up at this point the target areas. Who ought we to be serving and how do you find out who they are? What has been done? What are the practices that will be helpful to us? We certainly hit on a fruitful area in the alumni. Oakland University has really plowed into that, and Stanford. Any others have anything on that? We would like to bring it out in the open. I know we've been always going to do it. We have a good alumni association at Brigham Young University, but we have never done something for all the sociologists, for example, that have graduated from Brigham Young University. Where are they? Who are they? All of the pre-med? All of the teachers? Bring them back to the campus or reach them with some other activity in cooperation with them to bring out a great alumni education program. Here is a fruitful target area. Well, what about some of the other ways of uncovering the potential or seeing what can be done? This morning we hope to get a little bit enlightened about this. And creative. How about other members of the panel?

Richard H. Henstrom: As we've said, the market is there for continuing education, we don't have to worry about it. We've got the public. And another thing, is, that it's diversified, so when you're trying to find the people you have to know what kind of program you're working with. Now, its relatively easy to take your on-going credit program through your evening school or through people who are trying to work toward a degree and to print this up and promote it and to advertise to reach these people. I think what we attempt to do many times is to take these techniques and use them in other areas, and they don't succeed. I just try to print up something and put it in the mail. I think as educators we also tend to use too many dull words describing our programs. We haven't used the techniques sometimes to reach these other kinds of people. As anybody knows who's worked in the field there are times you advertise a program when you are amazed at the response you get to it. There are other times when you go out and do a lot of promotional work and you are extremely shocked at one or two people who turn out when you think that you have something that the people will want and that you say the people need. I think the heart of it is in the approach, fitting the approach that you have to the program you've got, and also getting down with the clientele to find out what they want and what they need. One of our programs which has impressed me with such a technique, is Home Study. Home Study is a pretty pat kind of program in many cases, but at our University recently, they figured that the serviceman is a tremendous market. We've all been doing this to some extent for quite awhile, but because of the particular Mormon approach to it at BYU and the fact that they keep track of their LDS servicemen, they went ahead and printed up a special little brochure and program addressed just to servicemen, listing the kinds of programs that they could take. As Paul Cracroft said, like many others, here are people whose career at the University has been interrupted. BYU is sending these brochures out now to chaplains to distribute to the servicemen. I think this was a creative idea. This is where we fail sometimes in the creative approach, at getting at these specifics.

Dean Clark: Richard, you made a suggestion once about how we could get close to the deans and department heads and we tried to follow it. Would you tell this audience about that specifically, your idea of meeting with them?

Richard Henstrom: We offered to meet not only with the deans but offered to come into their faculty meetings (at their invitation) and present our approach. There is no denying the fact that many of the ideas in the program come from the academic circles, in part. What I mean is that virtually every week we have faculty members coming in because of their professional connections. They are off to a meeting or something, or because of their knowledge in certain areas suggest ideas, or people out in business and industry will come to them because they know them and ask, "Can't we have this?" Well, then they come to us and see if we can package it and program it and serve a need for the group. This is a great source of ideas, your academic area. I think the day has passed when these people will fail to cooperate. I don't think we have any excuses any more in saying we don't have faculty cooperation. We have even had success in getting faculty to write books or phamplets. Of course, a lot of these things come out of such contacts. Extension is an experimental area. Many courses, many outlines, many phamplets and books in our area come out of these experimental type classes that begin with us and develop into some of the day-time curriculum. They are reaching potential student through that means.

Edgar J. Louttit: Dean Clark, I get a little confused as we sit here and talk about our different techniques. I wonder what our frame of reference is here? We talk about deans, and perhaps vice presidents, other people, department heads helping us. If we are talking about statewide responsibilities and reaching a statewide market, I think we have people (and I'll use Arizona as a reference here) such as the dean of our college of Mining Engineering who probably knows all of the top mining men on a first name basis. And he does a tremendous job of pulling together needed courses or conferences. By the same token, you might have the dean of the business college, who is concerned with the immediate community (if you are living in a metropolitan community or if your campus is in a large city). That would more than keep him and most of his faculty pretty busy. Maybe that is where the greatest rapport, and the feed back, is coming from. I think we need a frame of reference to this group when we present some of these thoughts. The point that faculty come in to see you in every week--we get them the same way in Arizona. Many of them with ideas. But the faculty we get for the most part are concerned with something they can do on the campus or nearby. They don't enjoy driving 200 miles in the evenings, as we in extension quite often do with some of our programs. I am just curious as to whether we should qualify some of these points as we make them as to whether they are our immediate campus or within a fifty mile driving radius of our community or campus when we talk about courses we take considerable distances away from the campus. Because I think the techniques are different. Let me give an example, here, if I may digress from the main point being made and get off the subject. We are blessed with an agent we call an "extension specialist" Prehaps you have such a man or woman in your institution, perhaps not. Really, he should be here rather than me talking about the techniques of developing markets and extension programs. But we are talking about reaching out and going beyond the reasonable boundries of the campus community. At Arizona we have a man who devotes his full time to this. Here is one of the keys to success I think, if you can afford this kind of person because it pays off. It gets back to the old techniques of good selling, good advertising, and good promotion. We have a man who has developed confidence and respect in some 22 communities in our large state, with our largest community or center being 250 miles away from our campus! He has been able to identify men and women in the various smaller communities who work with him. They are his liaison people. They are contact people and they are not all school people, although quite often a superintendent or school principal is a very useful contact man for graduate courses in education, particularly. We have a number of alumni organizations, some of them small of course, with a big one in Phoenix. These alumni are key people. We use all of their mailing lists, and brochures made up for extension classes are sent out. And then I think that there is an old technique that sometime we just overlook. You know radio and newspaper media are still in every community--someone said they are "here to stay." We have used the radio station for spot announcements.

William F. Morrison: I would like to follow up on what my friend from the University of Arizona has just said. Because I think it is a very relevant point and one I would like to emphasize. I think you have to motivate people to the educational process. How do you do this? Well, I think you do it by not referring to them as something in the abstract. You don't talk about the "average" customer, the "average" educational level, or the "average" IQ.

Harold Glen Clark: Are we all agreed that there is a big target out there? That sometimes we are senstivie about competition? In the state of Utah the Coordinating Council of Higher Education (now State Board of Higher Education) helps us target our areas a little differently. For example, tourism was assigned to Utah State University, and other schools won't go into that particular field (or if we do it will be on a cooperative basis and the field is large enough and wide enough and we are not supersensitive about one institution having a collar on the market particularly, but we all move together as a team). This is the ideal. We don't always do that. We have a little misunderstanding occasionally, but it seems to me that cooperation is the goal in respect to target areas. Secondly, the Alumni is a great area. Problem situations are a great field if we would listen to target groups and have a system of finding out what the problems are and immediately going into a staff session where we move into proposals and solutions. The national area demands that we look beyond our state boundaries. We find that there is a national market. I think Southern California has done that with the Bethel, Maine, training program and they have worked up a real reputation. There is no reason why each of us couldn't push our specialties. At BYU we feel that our University has a spiritual touch added to it. Maybe that is our mission particularly as a church university, and perhaps in family living and in other areas. Maybe these are the spearhead courses. Perhaps we ought to refer people who seek exotic correspondence courses to sister schools that offer such classes. We should keep informed on what other schools offer in correspondence classes, and if a student wants a course in, say, "Navajo" and the University of Utah offers a successful class, we all should feel like referring the student to Utah, and spend our time and resources on more productive courses in terms of target areas.

M. H. McMichael: I think we are forgetting one important area, too. You touched on it briefly when you mentioned Navajo, Dean Clark, but I think all of the minorities present to us a problem, a challenge, and audiences and people. We can get to them in different ways and I think sometimes we have said, "How can I help you?", which is fine, but we may have inadvertently cut off other approaches: "What can you give to us?" We should say to them you obviously have something to give because it has made you what you are. You bring a rich heritage and background that all too obviously have something to give because it has made you what you are. You bring a rich heritage and background that all too obviously has been too long neglected. What can you do that will let us better appreciate you? We have yet to learn, really, the valuable and significant contributions of the minorities to the history of our own countries and our own separate regions, and the world in general. We have some appreciation for a few of them but we don't have nearly enough for all of them. Again, in the cultural and artistic entertainment area which happens to be my specialty at the moment as far as the division in New Mexico is concerned, while we can give artists to the entire community, I think sometimes we have failed to take artistic talents from our communities, particularly in these minority areas, and this is an area, which in and of itself, provides a peculiar and yet highly attractive kind of education that we need to emphasize. Certainly, more around here in the west there are people here in this area who need to appreciate more and this seems to me to be a challenge in an exciting area that I guess is just now beginning to be tapped.

Dean Clark: I wonder if the panel would react to that? Are you reaching in your present programs the blue collar people, the displaced, or the poor, or the other disadvantaged, or whatever their condition may be in your particular area. You had your hand up, Murison.

William F. Murison: I think the key to this is to get back to what I was saying about abstractions and thinking about people as scientific objects out there at the bottom of the hills of ivy beyond the cloistered walls. I think we have to move in the direction of recognizing all the people out there as people. And more, I think we have to care about them. And how do you do that you might ask? I think you do this by getting involved. I think involvement is the key. This means, for example, that you become involved with Indians on the reservations, with the chicanos and with the people in the urban ghettoes. You become a member of the Chamber of Commerce, and the PTA, and the American Cancer Society, or whatever such organizations might be.

Dean Clark: Excuse me--By show of hands how many here are members of the Chamber of Commerce? That is pretty good showing, thank you.

William F. Murison: By involvement comes knowledge, and from knowledge comes understanding, and from understanding comes caring. Fancy having a University that cares! It is rather a novel concept, isn't it? When you plan a program you suddenly find out it is not your program anymore, it is their program. And then you have a willing consortium of helpers. They give you good advice and they do half the work and you have all the relevancy you need, and can handle. You have a far different program from the one you might have designed. It might not look like a course at all. It may not be structured in such a way that you call it a course. It may not be in the Student Union, it may not be even on campus. It may carry no credit. It may have no fee. It may even cost you money, but, it will be relevant, and it will be for people and it will help people because people will be there. You will have an assured audience. This is the essence, it seems to me, of the new direction in continuing education. This is the essence of working with people of all stripes, of all colors, all economic conditions: you involve yourself. You become something that they can identify themselves with. And in the process, as has been said, you learn a great deal from this involvement. It is a two-way street. We learn about ourselves just about as much as we learn about them.

I think this is "community development." Some people call it that. I don't think it is this at all. I think it is part of the process of continuing education. It involves community development, it involves Conferences and Institutes, it involves a variety of other segments of the whole process that we are talking about here. But the kind of person we have in Arizona who is actually in contact with people at the grass roots levels, this is where it is at, this is where the relevancy lies and this is where we should be. This may mean that you may have to get up in some dirty old haybarns, and in some fish lofts, as we have done, or in some reservations sitting up to four in the morning listening to Indian people talk, but this gets to the place where the need lies. It is a very different thing than the curriculum many schools have on their campuses believe me, but the benefits that are derived from this kind of a program far exceeds the three unit course in Sociology 1, etc.

Dean Clark: Thank you. I wonder if I could ask the members of the panel to quickly indicate the number of enrollments actually in your courses. How many of those would be in the disadvantaged or blue collared category? Could you quickly run down the line on that--Rick, you know?

Richard Henstrom: Last year we had about 140,000 enrollments (about 110,000 individuals). But our group primarally are middle class. We have done very little in some of these other areas you have talked about, Dean Clark. The fact is I think it is the middle class that we appeal to nationally. And we appeal to the educated primarally. This is what the surveys show. But the people that are educated are the ones that keep coming back and we aren't creating the new markets. We aren't getting the other 75 or 70 percent of the country involved in these kinds of programs because we aren't doing what was said here.

Dean Clark: We follow about the same thing as he brings out in the DeCrow report, that those who have had at least high school and some college are the takers in our continuing education program in the United States. Which shows that Dr. Murison hit on a very vital topic about a target area that hasn't been taken care of, doesn't it? How about Southern Cal?

Donald M. Searcy: I really can't give you any answers statistically, but we follow the same patterns. Our primary target area is the middle class, white collar worker. Particularly at our prices.

Wayne S. Martin: I don't have any total figures but I can say that we follow the same patterns--that money gets money. Education gets more education and those that we see in our programs are those that have already had a taste of education, know what education is, and will continue to do so. Now I don't know whether we are falling down on this in this particular spot or not. It appears to me that to carry out some kind of program where we can involve people with less and less education already is a part of our own job. But I am sure that the thing we are talking about here is that we are getting those persons that already have a desire, an inbuilt desire, to continue educating themselves in something. This is true of professional people. They are constantly looking for something new. They are always wanting something else.

Clark: We don't object to that do we?

Martin: I think it is great myself.

Clark: It is just that we have left out something.

Martin: My point is that I am afraid that those who have very little education are the ones we are missing.

M. H. McMichael: I don't know what you mean, Harold Glen, by numbers. It is very difficult to say we have so many people here--so many people there. We are working with those that have two and three years of schooling. If you want to call these white collar workers or blue collar workers, or what have you, then, yes, we work with this type people, we work with those who have college degrees. I feel that we have to take the person from where they are and try to get them to where they want to try to go.

Dean Clark: It points up, too, our need for research, doesn't it? That is we really don't know our people. Their character, economic status, years of education. We need to begin to gather more statistics. I believe we have done one study at BYU (a thesis). Doctoral candidates are likely people to help us investigate and that would reveal to us the wider market.

William F. Murison: You have all heardof Title I. It seems to me that Title I provides the kind of incentive to institutions to innovate in the Community Development area. It should not be looked on as something separate from the educational process. It is complimentary to it. This is the kind of money that can be used for developing the kind of broad-ranging contacts of which we've been speaking. Secondly there are some people who beg off on this kind of activity saying that's the responsibility of adult education--basic education. Or some of the community colleges should be doing these kinds of things. There is a place for all of these obviously. But I don't think you can placate your conscience quite that way. As I say, part of the problem is that we tend to think in quotients, in terms of units of necessary number of weeks, contact hours and things like this. If you get at the other end of the spectrum and work from the bottom up you may find that you have to throw out your practices. And you may find that you come with something that is pretty antiquated or pretty new depending on how long you have been around. You may even go back to something as antiquated, but nevertheless, as democratic as the townhall meeting. You schedule a series of meetings where you talk about the confrontations between minority groups and the power structure, about law enforcement, about drug abuse. But things like that which do not necessarily fit into the curriculum of the institution you serve, nonetheless, are critical problems that cut across educational, social and economi levels. Finally you do this and you get a lot of people there who can hardly read or write, but who are nonetheless concerned about the problems and who are willing to participate. And the results are very, very miraculous. I invite you to try it sometime.

Dean Clark: Certainly we would win the undying graditude of such people if universities went into such areas with vim and vigor and intelligence and utilized the great potential which is out there. The problem is that it doesn't pay any money and that is one reason why we shy away from it, because it doesn't pay out. Such low-income groups don't have the money to fork over as does someone who wants to get a degree, or who is a dentist and wants the latest information in dentistry, and so forth.

R. Paul Cracroft: As I remember at the University of Utah, we touched over 90,000 people last year. About 35,000 of whom were reached through the broad area of cultural and artistic entertainment efforts. This isn't the only way to do it and those figures could involve some overlap of course. But it seems to me that this is an important thing, and this broad programming area that Mr. Murison talked about--the non-credit approach--that to just get somebody involved somehow, to motivate him to want to do something with his life to enrich it is important. Even if it is a one-shot look at something. People come into the Division--we had a bunch of kids come in here and talk about drugs and their own problems with drugs and what they were doing about it and how they were adjusting. And we have people of kind of a high level, (long hair, white tie and tails artists) you want to bring in. But I think this is part of the process. To motivate them you have to make darn sure that you have properly motivated yourselves to provide whatever you can to meet the needs that exist. There are many needs and I think our problem is trying to isolate not just the audience but also the audience and the needs of the institution to get to those people.

Robert G. Ruff: I rather hope that eventually you will get around to communicating some of these things.

Dean Clark: We are getting right to it. Could we hope then at this point that the panel and all of us at the conference someway or another realize that there are ways of approaching the business of target areas a little better than we have done in the past, and that we can do it through some of the means that have been suggested here today. Now, the question is, "How do you actually inform, and enroll, and get the individual in the class successfully?" We have a panel in this audience of programmers and junior executives and people actually down at the level of doing the work. We hope in the next few minutes that we might be able to tell them some of the things we are doing in promoting, and advertising continuing education to potential takers, and how we do it and how you do it, so that we will go away from here in the next 20 or 30 minutes with more information than you now have on promotion. We generally think of doing promotion alone. This loner approach is to print 10 thousand copies of a flyer and send them out to everybody. Sort of a shotgun approach to actually promoting and letting people know about it. What about this whole field of promotion and the way you approach it in your institution? Do you have a paid publicity man? Does each office handle promotion on its own? Do you do it as the dean? How is this whole field approached in your particular institution. Why don't you lead off, Mack, you from New Mexico.

M. H. McMichael: Well, we run practically the whole gamut of ways of promoting events starting out with knocking on doors at certain types of businesses and industry, if you want that type of person involved. Of course, there are separate mailings, there is the radio, the TV. We do have a man at the university who is an information specialist. He will write the newspaper articles and stories for us. We have reqruitment brochures. I think actually the most productive thing that we have done is telephone conversations or meetings with the target--people in a specialized thing that we are trying to do, say, a management course. You've got to hit the peole that need the mentioned type course. Everything is different for the particular jobs that you wish to do.

Edgar J. Louttit: We, from the University of Arizona, have about 55,000 conferees a year which is a big volume. An example of what we did two Saturdays ago at Phoenix involved a workshop on the problems of new but small businesses that do not have their stocks on the market. They come to the point where they are thinking of floating some stocks, of getting a little bit larger. We had mailing lists from the Chamber of Commerce of Tuscon, Phoenix, El Paso, Reno, Yuma and San Diego, and also used the mailing lists of the Small Business Administration in Arizona. The mailing lists of the PTAs, and the members of the state bar association. We had three times as many takers as we expected, and we had to turn some people away.

Dean Clark: You put out a brochure that explained the program? Do you think that was the big pitch?

Edgar J. Louttit: There was one other thing--we also advertised in some newspapers. We mailed out some 6,000 brochures. We expected 50 enrollees and we got 160. There was a $45.00 course fee and they were darn glad to pay for it. We are now getting back letters of compliments over the quality of the program. Some people have already asked that we run it again. It was a brand new market, but it is a proven market now.

Dean Clark: It just occured to me that it would be wonderful if each of these five states and their institutions had a specialty program from which all of us could advertise and promote. In our town we have a great adult educational program in the high school and the elementary school. We are glad when they give those out to people. Why not dovetail into the total program and get people going to whatever they will go to, whether you get any money out of it or not. I think it is a good form of cooperation. I hope the time will come that we will all have that feeling. That we will all support this Bethel, Maine project in Southern Utah. The college down there--if somebody has a big festival that is a real specialty, we will get our people to go there and invite them to it. We've mailed out at the Brigham Young University a survey of a million and a half pamphlets that average five and one half pages each. Bob Ruff, is that too many? Bob knows this mailing business through the David W. Evans and Associates from top to bottom. What does this technique have to do with getting our potential takers?

Robert G. Ruff: I suppose I can qualify as something of an expert here. I have one big advantage over the other panelists since I don't know what you "can't do" in your field so I am free to make any suggestions that I wish. I think there may be some evidence of the importance that you people put on communication and promotion in this process by just looking at the time that we have left for this topic, about ten minutes out of an hour and a half! I would like to make you just a little bit uncomfortable with the status quo this morning (if I don't do anything else) as far as your promotion efforts are concerned. I asked Harold Glen Clark when he gave me this assignment about a month ago if he would send me a few samples of some of the things that you have been doing. I don't know whether he was ashamed of them, or afraid to, or just didn't get around to it, but I just didn't get any samples. So I called our branch office (we have offices in various cities) and asked them to send some from nearby schools. Fortunately most of them are not located in areas where you people come from so the bad examples didn't come from any of you. Frankly, I saw some examples of some very dull promotion and advertising effort. One of the best copy writers I have ever known is a man named Hal Stephens. He said we need more copy thinkers rather than copy writers. I used to teach some advertising in copy classes up here at the University of Utah and one of the first things I'd do in my class was to put a little thing on the board and put a little line around it. I was trying to define "visualization." My concept of visualization was a "think" and then putting a line around the "think." I'm afraid a lot of advertising copy writers start to pound the typewriter before they think! Before they do any research or background. Now several speakers today have referred to the fact that we are not talking to a homeogenous market, that you have a lot of individual people and individual groups that you are talking to. So pinpointing the market rather than taking shotgun approach may be one of the first things we need to do. I have already mentioned the importance of mailing lists and that top level attention should be given to mailing lists. I think somehow we need to give a new "image" to Continuing Education advertising. We had a rather shocking talk a few weeks ago in a seminar I was conducting for our staff members. We had some of the electronic news media people come in and they said, "You people are geared to the scrap book." I said what do you mean "geared to the scrapbook?" And I was told, "You are all print oriented." Well, this is true. They started to talk to us about some of these special techniques of the electronic media. Several of you have mentioned using radio and television. Have you really learned to use them effectively? With imagination and with some of these new techniques that you can use? You have to make this education program you are selling as appealing to me as a new automobile or maybe at least a little better than that new electric dryer that I might want to buy for my wife. Is that true or not? You are competing for other purchases people might make. Some may argue that we are in a different class entirely, that people have to budget certain time and money for education. Well, you are competing for their attention, their interest, their dollars and you have to make this product appealing. So let's get the best talent and the best expertise we can get in making this appeal as prominent as you can. Several of you have mentioned that you have been using some radio, some newspaper, some television and trade magazines and so forth. I have a feeling that you are not following one of the cardinal rules of good advertising. Further, I suspect most of you don't have a big advertising budget. This cardinal rule is that you need to dominate one medium. Don't try to do everything every time. That doesn't mean you have to say, "All right, we are locked into newspaper advertising so we will always use that." But, during a given promotion concentrate on one of the mediums that you want to dominate and really make some impression on. Don't try to scatter your shots over all of them. And use some imagination in selecting media and selecting things that are done. Put the best creative talents and energies you can to this effort so that you make this education product exciting, and interesting; it can be fascinating to people if you put the best talents and energies you have to make it appear so. I think one pretty good comment that one expert had was that, "you have to first think hard and then you have to write tight." And this applies to any media that you are writing for --say it, and then you have to shut up.

Dean Clark: Do you think that the way a thing is printed and worded that it influences attendance?

Robert G. Ruff: It makes a tremendous difference and that is an extra profit that you get on your advertising dollar. You spend the same amount for this million and a half mailing or this circulation in a newspaper regardless of the effectiveness of the message, so the message itself can make a tremendous difference without adding to your cost except for a little time and effort it takes to think about it and do a proper research job and give it the best creativity you can muster.

Dean Clark: How do you men take the professional words and scientific words and bring them down to the level of the people that may be your takers. Do you have any problems with your professors, teachers, making them do that?

Robert C. Ruff: Well, I think the art of making a technical subject understandable is something that many people have cultivated. I do a lot of work with architects and engineers, for example. One of my jobs is to make a seemingly complicated subject appear relatively understandable to a relatively well educated person. I think you can do this with any field.

Dean Clark: Do you in Continuing Education utilize the expertise of these people who are commercial advertisers, or radio or TV men? Do you employe their services either on a free or paid basis? Raise your hands, anyone? Well, that is interesting, about ten people. Do any of the panel want to react to that?

R. Paul Cracroft: Harold Glen Clark, I would like to make a comment to support Bob Ruff. I think quite often many of us rely on the free newspaper publicity (I guess you would call it that) hoping we will get something in the paper so we send it into the editors. Sometimes it appears and sometimes it doesn't. We have learned even on the promotion of one course, or whether we are advertising a whole battery of courses, that paid advertising gets it to the public. Quite often on one or two special courses or something very special, small block ads which might cost forty or fifty dollars, will really pay off. You send that same information in as a news item to the editor and you get a little space down in the corner somewhere by the funnies or something and nobody sees it.

Question: Do you feel that this downgrades you as an educator, to put a paid ad in a paper?

R. Paul Cracroft: Not at all. I think if we are talking about reaching a market, this is exactly what we have to do. We have to use some of the techniques of business. Now, I have been scolded in my institution and told that we don't advertise, we announce! So perhaps there is a little nicer word to use for your advertising. We do make "announcements" in the newspaper, but I still call them ads.

Robert C. Ruff: There is another phrase that we use in advertising copy for so called "announcement ads" where you don't have any **selling copy**. They call them "tombstone ads."

Dean Clark: I think in Utah that all our institutions have utilized this more than we ever have before and I don't think it has down-graded us very much. In fact, I think it has upgraded us. In fact we had some frowns. The school president would look an ad over and ask,"What's this big, full page ad, here?" We would talk with him about it and he would be perfectly happy about the explanation. Certainly we are not selling hammers and nails and horses. We are selling a good product. It has to do with the mind and the heart, and the spirit. Therefore, it should be couched in terms worthy of the product that we are selling. I hope you have got the impression this morning that it is just good business to promote, to find your target, to move out. The product we have is worthy of every effort that we have to put forth to present to the people.

Robert C. Ruff: I don't know why we get apologetic, really, about using modern communications tools to sell a great idea, or a great service. Television is something like a carpenter's hammer. You can give it to a young child and he can break the furniture up or you can give it to a young skilled cabinet maker and he will build you a house. So you use these modern tools effectively to sell the most sophisticated or the highest type of idea or service we want. We shouldn't be apologetic about using them.

Dean Clark: Bob, you really summed this up with choice words. I'm glad we have had you on the panel today.

ADDRESS: DR. MARTIN N. CHAMBERLAIN, DIRECTOR
UNIVERSITY OF CALIFORNIA EXTENSION SERVICE AT SAN DIEGO

"STEPS TOWARD MAINTAINING A STAFF EFFICIENT IN METHODS OF REACHING THE POTENTIAL STUDENT"

It's really a pleasure to be able to do some talking for a change. I've been doing a lot of listening here at this Conference and now I have a chance to say some things to all of you. Normally, when you've been given an assignment for a meeting that is as important as this one, you try to spend some time preparing for it, and this I've tried to do, but I wanted to say that during the past two weeks on our campus, ever since a group of black and brown students approached the Chancellor with non-negotiable points, I've spent most of my time with him and other administrators at our university working over this document and trying to work out plans with students which I think are going to have a profound effect on this campus of the university and the university as a whole, over time. And when you've been concerned in such matters and spent so much time doing it, you wonder what the impact is going to be on the institution and whether there will be an institution which will survive because accompanying all this are threats of violence and such things much to be avoided. I must admit that the topic, "Steps Toward Maintaining a Staff Efficient in Methods in Reaching the Potential Student," seemed rather trivial at the time I was involved in all of this student unrest. However, I have had a chance to think about it and I do want to share some of these ideas of this Conference the means of communicating with the audience, and I think probably that's the best value a conference like this will have.

But let's focus now on how to train people to do this thing and how to make them efficient at it. From my experience in this business, and as Dean Clark has said in introducing me, I've been in it a long time, I find that there's a great deal that's different about each of our organizations, each of us does things in a different way. Our cities and communities are so different, as are the publics we serve,that we have to do things differently. But what I seek to talk about this morning is not these differences but the commonalities that we can find in all of these efforts to bring us together. I see this as an exercise in public relations although we tend to call it by a lot of other names. Several speakers preceeding me have spoken of extension as a bridge between the campus and the community, and this is the way I see it. Recently at the University of California, we have made efforts to integrate extension more closely into the bosom of the institution. In other words, we have become an integral part of the operation of the university. Nevertheless, we see ourselves as a part, in the sense of being interpreters of the community to the campus and interpreters of the campus to the community. This gets a bit touchy of course when problem situations arise like the racial one we are now facing. We get a lot of new experts who want to interpret the university, who come into the scene, and our role, of course, is not to deal with "conflict" but to try to interpret the university so as to make the best use of its resources, the best use of its faculty. But, over the years, we've developed student bodies who have in a sense become the public relations arm of the university. And in times of trouble (and we seem to have them with increasing frequency in our state) this group of people becomes a wonderful arm of extension and of the university in general. At times like this, extension becomes more fully appreciated because the university sincerely needs their help in trying to resolve problems that are generally political in nature. But our concern today here at this Conference is to fill the halls with students who are eager to take part in the things that we have developed for their benefit, and how to train a staff to do this.

I have eight points that I'd like to make with you about how this might be done. I'd like to start with a discussion of staff because I would take it that we are trying to train a staff -- and one of the best ways of doing this is to select a good staff to begin with. I got to thinking about what kinds of criteria I've been looking for when I've brought staff people into the organization and I think that one of the keys to success in this business is getting the right people. I decided that what I was really looking for is a paragon and such people are pretty hard to find anywhere. I'm always interested in people who are "with it," who are in touch, hep, whatever the current word is, who are really involved in what's going on in the immediate surroundings in the world, the local world, the world immediately around them, the regional world, the national world and the international world. They really ought to be in touch with what's going on. They ought to be reading the literature that Newsweek, Time or whatever other sources of information brings current matters before them. If I want to talk about something that's happening, I expect the staff people to respond intelligently. I'd like to think that they can, without asking, "well, who's that or where's that?" These ought to be people who are well traveled too, who are sophisticated in the ways of other people. People who think internationally (we had a strong plea on that last night from our major speaker); people who read widely, people who are well educated; I'm not too concerned if they do or don't have specialities, although some directors do seek people who do. It depends somewhat on how your staff is organized, as to whether you seek someone with an engineering background, or whether you are more interested in a general background. I think that by and large generalists make the best extension people. I think that ideally these people are managers, and one of the concerns that we all have is to make money for our program, or at least to make these courses and activities pay for themselves. And so whatever person is selected for the staff, needs to have that kind of impact. When I say paragon, people who are creative tend not to be good managers and this is a problem that we all find and face. It has been mentioned here that we should be in touch with a relevant research. In other words, we should manage to stay up-to-date with the research that is relevant to the kinds of things we are dealing with. If you are a generalist, this proposes a tremendous problem. I think here we need to talk to the experts, and I mean by that the faculty personnel who are involved in the relevant fields. But at least you ought to be able to ask the right questions about what is relevant in research and how to talk about application of research. I think this is one of the best and one of the most important things that extension can do: bridge the gap between what we know and what we do. Now, also, your staff people have to be aware of methodology. I think that too seldom do we think enough about how to do a program, we simply follow the same patterns we've always followed and I was glad to hear the panel talk about new and different ways of dealing with people and with ways of engaging them in educational efforts. This means that you have to be familiar with methodology and lots of it. You have to be aware of "encounter groups" and "sensitivity training" and all of these things which add dimensions to programs even though some people don't think that they can be done, or should be done. I think that the dean or director himself, needs to set a good example to the staff, and I think that it is reasonable for you to ask if he does believe in Continuing Education himself. Is he a continuing learner? Does he take part in the activities of the program, does he do all the things I'm suggesting that he should do? If not, then he's not going to be setting a model for others -- his staff -- and we can't expect, I suppose, as much from him. So much for the staff. If you have a good staff, then they will probably be easily motivated. This is the second point that I want to talk about, motivation.

How do you motivate? How do you get people to knock themselves out day after day working many more that 40 hours a week, trying to keep them excited about the things they are doing, and make the kind of things they are doing exciting? Well, one of the ways that you do that, of course, is to get caught up with what you are doing. I think that if you departmentalize your organization so that people have some sort of identity with a department and a particular kind of activity (if your group is large enough so that you can begin to do that) obviously there is identity with a group and there is competition among groups. This is helpful. I've seen this done in two ways. At the University of Washington, where I worked many years, we organized our programs this way. I suppose you could call it horizontally. We did it by nature of function or according to activities. We had a Conferences department, we had an Extension Class department, we had a Community Development department and so forth. However, at the University of California, it's just the opposite. I had to learn a new system when I came on there, because at the University of California we're organized, let's say, vertically, according to subject matter and academic departments. We have an arts and humanities department, engineering and science department, an education department, business and administration and so forth. Well, those departments do all of the jobs in extension. They handle the Evening Classes, the short courses, the Conferences and so forth. Although they don't have specialists in these fields, they do it quite differently. I don't think it makes a great deal of difference how you organize, but I do think if you departmentalize to some degree you provide some incentive, some sort of competition, some sort of motivation. So, I would suggest that. Also, of course the problem of dollars is a good motivating factor. We at the University of California find ourselves in the situation of being completely self-supporting in our Extension functions, as I think some of you do, although not many perhaps. This is a highly motivating factor towards success because you have to ask the tough questions about your programs, tougher than you would ask if you did have state support. And something about this quickens the pulse a little bit. You have to be a little more alert, I think. We've gone from a situation from which we did get some help to one in which we receive none in this past year and it's had quite an impact on the staff and certainly upon the director. If I might take a moment, I would like to explain a little bit about the University and its situation in the state of California. We've got lots of people from California here representing different aspects of extension and it is an interesting division of labor. Some years ago higher education in California evolved a master plan for higher education which was then considered a model for higher education in some other states. Right now it's being much maligned and I think it's probably due for considerable change. So, in that short stand of time, a lot of things have happened. You do know that we have the state university, the state colleges, (I guess there are 19 of them.) and the junior colleges, now being called community colleges, of which there are a great number. The master plan dealt with the problem of extension by assigning certain aspects of the total job to different groups. For instance, to the junior colleges goes the responsibility for all of lower division education. The state colleges were given upper division and teacher education. The university, as I understand it, was given graduate education and professional education. The graduate school at the University says that they're not interested in degrees by extension, in fact we don't want to have graduate work offered in extension in California. I think that's pretty generally true on all the campuses. So that leaves us with professional education. And, of course, who are the professions? What do they do? And so forth. We've managed to eke out an interesting existence. I've heard it said that Continuing Education at the University of California is the largest such program in the world. I think that it probably is. By concentrating on that one area (what we call Professional Education) most of our courses are not offered in the regular catalogue. A very small percentage (perhaps five or ten percent) are courses that duplicate courses offered in the regular catalogue. This forces us to be creative in a way that I think is very healthy. It also forces us to look at the market very carefully and try to design specifically for that market. I would like to say that it is possible, because in the past (and this year) our budget is running over twenty million dollars, over fifteen million of which comes from student fees. The rest comes from Federal grants which we get from a variety of sources. That's the total University system on the nine campuses. (I wish I could say a good chunk of that came out of San Diego, but we're doing reasonably well). By the way, that's one problem: the fact that we have to divide up the market among the various institutions and there isn't nearly enough cooperation among us, and there are instances of in-fighting which I think are very unhealthy and which we would like to eliminate. We are moving towards more cooperation, I think, among these various elements of the higher education system. In California, because of lack of state support, Agricultural Extension is part of the University Extension. We call it Agricultural Extension, however, rather than Cooperative Extension. They, of course, have lost their markets and they are moving in on the cities and urban areas in a big way and Agricultural extension is fully state- and federal-funded, so they don't have to charge anything for their services. You can see the problem when they move into the cities. The competition we are getting from them is hurtful, too. On top of all that, we in California have moved from the semester system to the quarter system which forces us into trying to do this major effort each quarter. We can't get out from under this necessity. For example, we had a problem about vacations the other day and everybody said, "when on earth can I take it because there just isn't any free time in the year"! It's a major problem, but I want to say despite all these things, we seem to have found a good niche for ourselves and I think that it has forced us to be much more innovative than we otherwise might have been. We seem to derive a lot of motivation out of adversity. I think somebody mentioned last night that Extension seems to flourish in adversity -- we certainly are.

The third point I want to make is -- climate. What is the climate that is created? You know, innovation and creativity are very fragile things and meed to be nourished. Is the climate that the director creates nourishing? Some of you have probably worked with a director, as I have in a time long past, when any idea brought to him would be met with a "no." His first reaction was always, "no, you can't do it." And you would have to go back and figure out ways to do it. So often people forget a good idea when it's met with that kind of flatly negative reception. I think too often we say, "Will it make money? Will it pay its way?" I think this concern for the dollar is a great deterrent to creativity. I recognize the money problem is one that tends to be forced on us. But I think we need to think more about being willing to take a chance in those sort of things. I think good programmers can estimate audiences and could probably answer the question, "Is there an audience for this good idea you have?" with pretty good accuracy. I'm always amazed when I ask programmers to tell me how many people we ought to get for this particular class for this particular program, how accurate they are when we later evaluate their data.

There are some other tricks to the trade. That's the fifth point I would like to make. I didn't hear it mentioned this morning, so I will take time to introduce the idea: How To Build Audiences. One of the things we used to do was to take a big city map, one that's a wall map and shows the city in great detail (or county or whatever area you are dealing with) and each quarter we'd have a lot of colored pins and we would put pins representing the home address of each student. This would be done with part-time help. Then we would sit back and look at this plotting pattern and figure out why the concentrations. In other words, we'd analyze what we saw there visually. Seeing it visually gives you quite a different impact. When we say a definite concentration, we would try to figure out why all those particular people came? What was significant about where they lived? Usually, we'd find out something like this: this is an area that attracts newcomers to the community and it might be an area in which there are a lot of rooming houses. We went after people in rooming houses. We would saturate these areas we knew had rooming houses with mail. Or, it might be retired people who seemed to collect in a certain area, and we would then flood them with literature and so forth. The idea here is simple: once you've identified a group or audience you work with it, and try to maximize it as far as you can, and you succeed! We managed to build an audience that has drastically increased in numbers of participants by that simple technique. I think we make a lot of assumptions about our audiences, too. There are often unwarranted comments. I remember investigating audience response to a class, which I think was called "Spanish for Travelers". It was listed in the catalogues and obviously we had intended it for people who were going abroad. When we analyzed the students in that class, we found that we had several farmers from a nearby community, among others, and we were surprised to learn that farmers in the area were using a lot of Mexican labor, and that they needed Spanish to communicate with their labor crews. Further, we had people like importers, and other people who used Spanish in their business. But, it had never occurred to us to try and reach these people and inform them we were offering this course in Spanish.

The next point I'd like to make is about meetings. There are a host of meetings of various kinds which help to train extension staff (we're engaged in one here at this conference, obviously, and this is one of the best forms). I'd like to start close at home with comments about staff meetings. I'm a great believer in staff meetings, even though they take a lot of time and sometimes I feel that on leaving one of them it has been very unrewarding, and that everybody hates the director. But that's one of the ways that things are I guess. But I do believe that there is a great interchange of ideas among staff members and we ought to have regular staff meetings. We try to have them weekly and try to make them last long enough so we get some good out of them but not too long so that we feel that we're wasting time. If you can prepare and organize an agenda in advance and assign responsibilities for various kinds of activities at the staff meeting, I think you make your time fully productive. We try to analyze successes and failures in our staff meetings.

At San Diego we try to look at what other people are doing; we look at brochures we get from other areas, and figure out whether these things would be wise for us to undertake. We get a great deal of good from this interchange, I think. It is, incidentally, a good motivating factor, too. I think that it does a lot toward helping motivate the extension staff. Now, concerning in-service training. At the director's level and the programmer's level at the University of California on the nine campus system, we are trying to do some things about in-service training. These would be something of the order of what we are doing here today where we take a particular topic and explore it in-depth, maybe over several days. We've also thought about doing this sort of think for a wider audience because there's probably a good need for interchange among various groups we serve and work with at meetings like this. Here, is a good place to bring in a good outside expert (like Mr. Evans who is in Advertising this morning.) It was pretty clear when we listened to the panel talking that he had a lot more knowledge about the subject than any of our extension people did. I think we can all gain from bringing in outside experts. It's also a good time to have an unfolding of your own experiences, your own research efforts, and your own individual study, to share those kinds of things with your colleagues. So, in-service training has a real place. I've mentioned "Appropriate courses." We believe in Continuing Education we ought to be taking our own courses. We all offer courses, I'm sure, and advertise by sales promotion or direct mail advertising or public relations. Any one of these things would probably be good for some members of our own staffs to get involved with; especially for those who are in the promotion and public information department (or whatever you choose to call it.) Regional meetings such as these, get a little further out in the level of duscussion and thus, a little less specific. What I mean is that the further you go from your own place the more general discussion becomes, and you become less specific. But I think regional meetings probably have a great deal more value to most of us than the national meetings and I think we can be more specific in regional meetings. I expect to see such regional efforts grow, as I think Dr. Harold Glen Clark suggested or as President Stanley Robinson suggested yesterday. And, finally, I'd like to comment on national meetings. There are the national meetings of the National University Extension Association, or the Adult Education Association, or the Association of University Evening Colleges, or the Public Relations Association and all kinds of National meetings which I think add to the dimension of our professional training. There are all kinds of special seminars and I think many of you have already taken advantage of these. The ones I am thinking about are the courses and seminars offered at Michigan State, Chicago, and Syracuse Universities. Some of them are excellent and I think we ought to be developing these on the West Coast somehow to serve the needs of this vast area.

My seventh point, being a little more traditional in terms of training, would be degree programs. I did my dissertation at the University of Chicago. I tried to make a criticism of degree programs in Adult Education and I was especially critical of the very program at the University of Chicago which I was engaged in. I thought that was a rash thing to do when the chairman of my committee was also head of that department, but I managed to get my doctorate. The degree programs in those days, I think, were less relevant than they probably are today. But I certainly would join the students today on our campus who are screaming for relevancy in terms of the work that we all were doing then at the University of Chicago. It happened that most of us were out of the field and had come back for graduate education and knew the field quite well and we were of course, able to get a great deal out of the interchange in the seminars that took place there. But the course work had almost nothing to do with reality, except for the one or two courses being taught. So, this dissertation (which, at the time, was a very comprehensive study) was what an Adult Educator ought to be about and so forth. I think that it pointed the way to some new courses that might be more appropriate. I think the programs now are more appropriate. There are many more now than existed then, since there were then about 21 existing programs in the country offering Ph.D's and Ed.D degrees in Adult Education.

Finally, I think that perhaps more important than any of the other topics I've mentioned is the theme of individual instruction. The kind of thing you ought to be doing anyway if you are going to be with-it, up-to-date, (or whatever terminology you want to use.) To what extent does the director pass on articles to the staff that come across his desk and which he thinks that everybody ought to see? To what extent does he recommend books for staff members to read? Or other readings for you to observe and pass along in the staff? Do you have a library within your organization of texts on Adult Education? Or books on Public Relations, Management or whatever? Is the library used? Is there any encouragement on the part of the director to get the staff to read these materials?

Well, this brings me to the end of the eight points that I suggested when I began. I think I could ask myself some questions which are probably in your minds as a result or this exposition of "how we might train staff and how we might make them more effective." The first one I'd ask is how do you do it? I mean who has time to do all of this? It's a good question, because as I said earlier, our staff is so busy that we can't even find time for vacations. In fact, if I suggest to my staff that we take time from doing something else to go to a workshop or something similar or attend a training meeting, or some things like this, I usually get groans, although if it involves coming to a place like Salt Lake City, I probably wouldn't! I think it's important that we make such decisions and that we're going to insist on some sort of in-service training, some sort of time away from the job to think and program ourselves, or otherwise we won't get it done. If you ask me the question, "how do you do it" or"how do you find time to do it?" I can't give you a very good answer except I think we ought to all be thinking about how to do it, and we ought to insist upon it. Who initiates the program? Who makes sure that it gets done? I think this would be as much a staff action as it could be a director action. We recently have seen the formation of an organization of programmers within the U. of California system, within the U. of California Extension. The programmers' meeting will consist of mainly, I think, in-service training to them, so that they can become more professional in their activities. It seems to me, that it's just as possible for the staff to initiate programs of this sort as it is for the administration and I would hope that the staff feels strongly enough about it to do so.

And finally, the question might be raised as to how we begin something like this? I would suggest you just start. I don't know any other way except to just make up your mind to do it. It pays off. I think that's the best reason for doing it. Thank you.

FRIDAY DEPARTMENTAL MEETINGS

Subject: "Applying Principles and Practices of Promotion Through Staff Training."

Chairman: Mack Palmer, Chairman, Home Study, Brigham Young University

Perry Larsen, Director of the Office of Research Administration and his technical writer, Jim Smith, quickly introduced section to "How to Write Proposals for Obtaining Foundation and Government Grants" through a practical step-by-step outline.

In "Reaching the Potential Student through the Office Staff", Leona Gillman focused on the importance of staff attitude in person-to-person interest in the student, while Bob Adams outlines and illustrated how Brigham Young University planned its overall Home Study annual promotion through direct mail, radio-TV, magazines and newspapers, with special research on results.

"Reaching the Potential Student through the Instructional Staff" featured Dr. Mack Palmer and Ron Malan, editor-writer specialist, who emphasized that referrals from satisfied students recruited a large percentage of students. Also, they felt that more efficient syllabi will alter prejudices against the correspondence study method by campus faculty and students. Mr. Malan gave a slide-illustrated explanation of the just-off-the-press instructor's course writing manual prepared by the B.Y.U. to assist its faculty in developing new courses. Interest was evident in the cooperative involvement of the Home Study Department with the College of Education in developing a successful experimental course in Education, with comparative research on methods and techniques, a built-in essential to the joint program.

Conferences and Institutes

Chairman: Tom James, Director, Conferences and Institutes,
Brigham Young University

Tom James opened conference session using a technique to demonstrate that we must use our imagination.

The meeting was then turned over to Keith L. Smith, Chairman of the BYU Salt Lake Center, who discussed the use of electronic media and the newspaper in reaching the audience with our message. Mr. Smith discussed the cost of each of the media and the advantages of each and how each one is used to strengthen the other. Timing of using each media was also stressed and examples were given of successful programs at the center.

Ron Hills of the BYU then discussed the importance of good mailing lists, how to obtain them, how to use and the costs. The following outline suggests the topics covered:

I. Maintain own lists

1. 3-part labels
2. Copier labels
3. Request cards (IBM Cards)
4. Phone Book
5. Former registrants
6. The library (Many school systems and organizations send their directories to libraries)
7. Associations, clubs, organizations

II. Commercial lists

1. Small Business Administration pamphlets

   Small Business Bibliography No. 13
   National Directories for use in Marketing
   (mostly businesses and industry distributors

   Small Business Bibliography No. 3
   Selling by Mail-order
   (Some helpful hints on mailing)

   Small Business Bibliography No. 29
   National Mailing-list Houses
   (Suggests names of houses in the U.S. which supply mailing lists)

   Single copies are available free from field offices and Washington headquarters of the Small Business Administration

III. Computer use

1. Maintaining computer tapes
2. Maintaining decks of cards

Tom James of Brigham Young University Conferences and Institutes discussed the use of brochures in promoting C&I programs. He displayed many examples of posters, brochures, handouts, etc., which they had used and compared effective use of cost and preparation, Samples of paper, ink, etc., were shown, furnished by paper houses. Mention was made of mat services, printing houses and student help in assembling materials and ideas for effective.

A question and answer period for 10 minutes concluded the meeting.

Evening and Credit Classes

Chairmen: Paul Butterfield, Dean, Continuing Education, Weber State College
Phil B. Robinson, Coordinator, Continuing Education, Brigham Young University

Utah State University - Lloyd Drury

USU is situated in a small community of twenty thousand people. At the moment they do not have a very large on-campus program for evening non-credit classes. The major thrust is off-campus. We should bring the specialists to our campuses.

For better promotional work, make the personal contact.

USU is not at the present time planning to develop a large evening program but to continue in small communities throughout Utah as it is now.

San Francisco - Father Gerald Saqrue, S.J.

USF writes letters several times during each semester to all students registered in school. They believe that the students ought to feel that they are getting their money's worth and ask them this in their letters. When they receive a request for a class schedule they always mail two so that the student can take one to their offices downtown. They have found success with this. The students who are currently registered in school are their best source of promotion - they find radio and newspaper advertising too expensive for a small school.

A very personal contact is kept with the students - most are known by first names.

Brigham Young University - Illene Webb

One of the ways of reaching out to individuals is through an advisory committee. Out of this unit they receive very fine suggestions.

BYU also puts a monthly newsletter which is a good promotion tool for them. In this they publish the interesting accomplishments of their students which gives an incentive to the readers. The newsletter is sent to students.

California State College - Los Angeles - William H. Bright

They have a tremendous amount of competition with other institutions. The state colleges also have relatively low enrollment in extension classes. Their best clientele are school teachers working on renewing of credentials and the program is very largely an extension of the regular day school.

They believe newsletters are too expensive for what they accomplish. They are, however, trying to get teacher organization newspapers.

Utah State University - Lloyd Drury

They made an experiment with one sheet flier announcements and mailed them out. This method proved to be much more successful than brochures on bulletin boards.

Dr. Drury suggested having someone get pictures of faculty members and make up articles about them. This has helped them encourage faculty support.

Another way is to find people who have recently moved to the city and send appropriate brochures.

Another way of getting new students is to send literature to people who have registered. Sometimes they are interested or their friends.

Weber State College - Paul Butterfield

Dr. Butterfield led a discussion on classes which do not have many Students Registered for them - How do we decide whether to offer them or not?

1. Try to hold classes with between five and ten students and then try to build up on that.
2. We should try not to let the public know that we have cancelled a class.
3. We should not over-schedule and expect to close some classes. If an institution has a policy of not cancelling classes it is a good advertising tool for the institution. If there are a few students who wish to register in the second or third class of a sequence of classes and then the class is cancelled, they will soon start looking for another college.

The group also discussed and concluded that registration by mail is becoming more popular and is used by most of the institutions which were represented.

Non-Credit Public Service
Chairman: Dr. Marden Broadbent, Director, Extension Division, Utah State University

Clientele orientation and purpose of continuing education was established as:

Potential student---all people who are not now engaged in formal educational activity. These include early termination from secondary schooling to professionals seeking up-dating. Continuing education seeks to create an interest, provide an opportunity and perform educational services that move people forward and upward--culturally and intellectually.

The How to-do-it session included program examples and how people respond, and the role of higher education. These examples included:

(1) Dr. Alton Hadlock, University of Utah and Mrs. Alberta Henry. Mrs. Henry told of Head Start training as assisted and serviced by university and the development into a college study program for some of their audience.

(2) D. Wayne Rose, Salt Lake County, Utah State University Extension discussed the role of the University and how to motivate "community involvement and decision making: in the Midvale Community. This process involved all representative interests, a process of analysis, Community action on decisions and accomplishment.

Another illustration emphasized the response to requests for special assistance in family financial management and the training of couples--they are leaders to extend educational learning to other members of their respective groups.

(3) Frank Webb, BYU discussed how BYU's "Educational Weeks"-- (a three day program) are organized, sponsored, and conducted throughout the United States. These programs include religion, athletics and academics. The University assists in organizing, publicity and promotion and obtains professional resources.

Comments on programming where made by Dan Chavez, New Mexico; John Gisler, Weber State and J. Kenneth Thatcher, BYU Center at Ricks College, Rexburg, Idaho.

Questions and comments were considered during session. A special group of students from "Colombia" was recognized--they are spending 6 months in the States studying the organization and conduct of continuing education.

Departmental Meeting For Secretarial and Office Management Techniques

Chairman: Brent C. Dixon, Brigham Young University

Training was usually very different in regards to what is happening and what should be happening.

Training on the level of secretaries and general office personnel was defined as two processes:

1. general overall principles, practices and procedures
2. specific job requirements

It was felt that different people should accomplish these two parts of the training process.

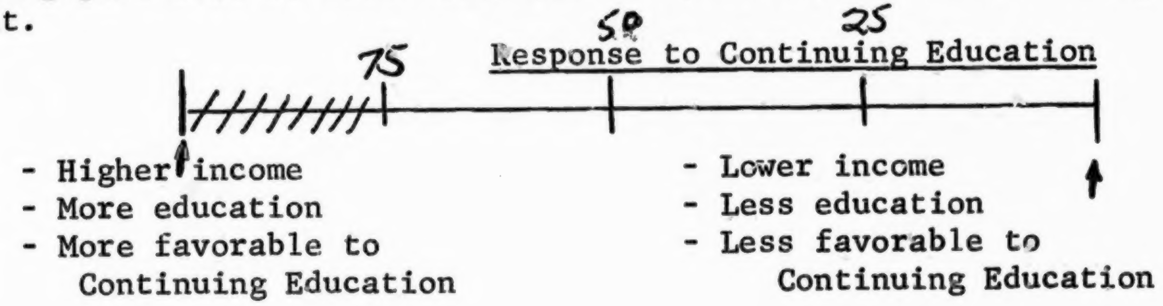
Methods of training were discussed and the following were mentioned:

1. Staff meetings
2. Department or sub-department meetings
3. Case studies
4. Self-review (where the worker evaluates his own performance by criteria developed beforehand)
5. Individualized assistance
6. Take organized workshop programs for our own personnel

Procedures were discussed in good detail as to how they help or hinder in the way in which reaching the potential student is accomplished.

Generally, we are at present approaching only perhaps the upper 25% of the socio-economic continuum. They are more apt to be interested in programs and most apt to be willing to pay for them.

The question was asked as to how an office manager could increase this favorable attitude even more and thereby influence participants and their friends. Just by increasing good will we could help add new participants and encourage older ones to repeat.


Response to Continuing Education
75
50
25
- Higher income
- More education
- More favorable to Continuing Education
- Lower income
- Less education
- Less favorable to Continuing Education

The group also discussed the question of how to help people working during the day who are unable to contact us, so they would be able to find out more information and details about classes. Not too many had even considered this, apparently.

Suggestions:

1. night secretary
2. telephone answering service
3. tape recordings

Physical structure and its relatedness to communicating with the public was finally discussed.

How an office is planned and laid out will affect their effectiveness. Inter-office communication, ease of office registration, handling of physical problems, etc. were covered.

A discussion of the trend toward the "open" method of office operation finally culminated the session.

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FRIDAY LUNCHEON

Chairman: Sherman B. Sheffield

Conference Summary and Critique: Harold W. Bentley, U of U
Martin N. Chamberlain, U of California

Dr. Sheffield:

The committee designing this conference felt that one of our objectives in this first attempt at bringing ourselves and our colleagues together in Region VI would be first of all to look at what has occurred (if, indeed, the things we want to occur have occured) and secondly, to determine the kinds of directions that our field is taking in the West, as far as higher Adult Education is concerned. We have concluded that we should have a critique and summary at this conference. We are very pleased with those colleagues who have done this task uniquely well, as participants at this conference. They have a broad experience in the field and are trained to the extent that they have brought to bear all of these factors on the kinds of things that have concerned us at this Conference. For the luncheon today, we chose Dr. Harold Bentley, Professor and Dean Emeritus of the University of Utah, Division of Continuing Education (at that time, the Division of Extension). He was selected as one of these kind men where we know of his capacity; we also chose Dr. Martin N. Chamberlain, who we have heard this morning, Director of the University of California Extension at San Diego. Let us turn first to Dr. Bentley. Let me take a moment to introduce him to many of you who do not yet know him in depth. Dr. Bentley was born in Mexico and earned his degree from BYU here in this state, and then left to go east, where he spent many years at Columbia after obtaining his Ph.D. He taught English and Spanish at Columbia University for some 17 years. Now, I think those who know Hal, know that he is a great, creative kind of person. His ideas come rapidly, he wants to see things move, he is one who gets things moving and I think the kinds of efforts that were found here under his leadership exemplified that kind of attitude and direction. He served in Mexico City under a state department program for Cultural Relations as director of the Benjamin Franklin Library. He was decorated by the President of Mexico with the order of the Aztec Eagle for promoting friendship between the two nations and in 1948, he came from Columbia to join this institution as Professor of English. Note the whole array of assignments given him; Professor of English, Dean of the Summer Session, Director of the Utah Humanities Research Foundation, Director of the University of Utah Press. Shortly thereafter, I believe, he became Director, and then, later, Dean of the Extension Division. As many of you know, who have become acquainted with him, he served for a good many years in Ethiopia helping them to establish a new institution in higher education, the Haile Selassi I University and served as Acting President and Acting Vice President of that institution. He has worked in NUEA for many years and other professional associations and I think one of the highlights of Hal Bentley's endeavors in our professional undertakings is that memorable event that occurred here in Utah in 1958, when he served as chairman of the committee for the national NUEA Conference, here in this state. I even note in these days as we meet with our colleagues throughout the nation they have not forgotten Hal Bentley. Hal has worked with us here at the University of Utah as Director of Projects for DCE. He can never "retire". He has interests currently in working with the formal arts in the Continuing Education Center in Park City, Utah and these are the kinds of efforts (among many other kinds of community activities) that he is now engaged in. Hal, let us hear from you and the kinds of things you feel ought to concern us at this moment and then we'll hear from Martin Chamberlain.

Dr. Harold W. Bentley shared a number of personal experiences from his extensive travels throughout the country and in Mexico and Ethiopia. He highlighted the themes of the conference and raised a number of questions for conference participants to concern themselves with on their return home.

Dr. Sheffield: Doctor Chamberlain has been introduced to us before at this conference and I think we need not belabor further his background as he brings the Conference to a conclusion. I might add to what Harold Glen Clark said about Martin that he has traveled broadly on behalf of the Adult Education movement, not only within the United States but in West Germany and India, in connection with state department programs and western Europe. He too, has been involved in national associations at both NUEA and AUEC and others. So it gives me great pleasure to call upon Martin N. Chamberlain, an old personal friend, to add his remarks relative to a critique.of this conference.

Martin N. Chamberlain: That old nudger of the status quo, Hal Bentley has done it again, and its a pretty hard act to follow. I am going to take more literally the assignment that was given to me of summarizing or criticizing (or critiquing) and talking about "Where We Go From Here?" Summarizing a conference is very unrewarding (I think mostly for the people who have to sit through it) and I don't propose to try to do more than hit some of the highlights that I've heard repeated again and again throughout the two days we've been here: namely, innovation and creativity. Almost everyone thinks they are very good things to have. That seems to be like "motherhood" for most of us and I think its a very good symbol for us all. We can never stop being creative and survive. And that brings me to the second theme that I heard and that is that there are a lot of people, a lot of organizations and agencies waiting on the sidelines (but not much longer) to come into this business that we have. Mostly, the "threat" is from big business, the Federal Government and other organizations and presumably they are able to do this because we are not meeting the needs of those we see "out in front of us." Of course, these large corporations have great financial and other resources at their command, but I think that one of the reasons they are going to be doing this is because they will be using new media and ways that none of us have yet seemed able to do. I think this is our fault. I think we had better get with it with the new media and start using such means. All of the things we do, seem to be done the way things were happening when I was in college many, many years ago. We really haven't changed our methodology very much and I think that's very important to admit. We have, also talked at this conference about the need to find ways to reduce costs or define subsidies so that we could make what we do available to people who are underprivileged or disadvantaged in various ways. Most of us, I think have priced ourselves out of the reach of these people and unless we can find some other ways of doing what we do, the situation will continue to be to the disadvantage of all of us and I am encouraged to find that a legislative committee in California has recently indicated its concern and I hope that they will manage to convince the rest of their colleagues and perhaps get some support again, particularly evaluation of faculty (this topic really wasn't brought out at the sessions) particularly in the non-credit areas. Well, we are dealing (probably) with a faculty that hasn't had much experience in teaching, many of them,in the non-credit areas particularly in innovative types of things. How do you evaluate them? How do you provide in-service training for them? They won't perform to the standards that we hope to maintain. Those were a few of the ideas that were tossed out and I think they rang a bell with me.

I'd like to spend a little time talking about the conference itself, which strikes me as having been very well done. It was well organized. Clearly the University of Utah has been experienced in conference management, everything worked out well. But I have had the feeling that throughout the conference we were dealing with each other at arm's length. I don't feel that we really got together on very much. In fact, most of the time we were sitting listening, there was almost no participation. When we had panels and they were finished, there was almost no audience participation from the floor. I think that resulted in part because of the facility we were in. Such an auditorium was not conducive to participation, but I think that we really need to get together much more in small groups like this. The purpose is to get acquainted, I think the fact that this was such a successful conference in terms of size of attendance is wrong. I think that this conference ought to be about 40 in number, so we could really sit around to get acquainted. I would suggest that if you do it next year, you do it in a way that you can separate out interest groups so that you have groups of about that size to work with. The reason I'm so positive about this is that for ten or twelve years in the Pacific Northwest we had a NUEA Regional Meeting and we learned a few things about it. Rich Miller (sitting over here) has been very active in these programs as was I when I was up in the Northwest. But because of the fact that we had only 8 or 9 institutions involved, we had a small number of people who really did have fine and productive conferences. With no reference to Deans Clark and Sheffield at all, I think sometimes deans and directors do very poor jobs of conference planning. The reason is that they are too far removed from the day to day grind. I think that we ought to get the programmers involved in the planning because they are constantly doing it. That's the reason why its been done like that in the Northwest. The main factor is a "residential setting". When we broke up last night, we broke up! There was no continuity of the operation. If you can have one of these meetings in a facility, particularly if you are the only group in the facility, you find that there is much more carry-over of the activity. I think that is going to happen next year; I hope so. Because I think you get a lot more out of a conference if you have the interchange going on throughout the night. But principally, we should seek to get participation and involvement. There was only one group that I saw going around looking at the smaller groups and that was the group on non-credit education yesterday. I don't know if they did that this morning, (broke up into small groups) and some little participation was thus gained. But this is important and we really do need to talk about specifics because that's the reason most of us are here, to learn about specifics and I'm glad that we had at least some of that element in it.

Another reaction was that there was discrimination against the female sex in the program. There were no women on any of the panels, no women among the speakers, and we had a lot of lovely women here, but we didn't make adequate use of them, in my judgement. In summary then, let's go for smaller sessions, (2) get fully acquainted, (3) get some opportunity to learn about each others' programming in specific ways and in using involvement techniques in program organization. I think you will find it will be a better and a more appreciated conference.

There was a stirring appeal for community action this morning in one of the panels. To me, this is where the action is, to coin a phrase, and where we ought to be working. I don't know to what extent the problem exists in the intermountain states as it does on the coast, but there is no question but what working with the disadvantaged is a vitally important aspect of our work in Continuing Education and it suggests to me that the

University must re-examine its role, as was suggested last night by President Taggart. I think it is a very important response. But Dr. Taggart threw up a red flag when he said, don't become public utilities, in the process of trying to be all things to all people. The dilemma is where do you draw the line? We're having trouble right now deciding, should we be doing vocational training, should we be doing manpower development, should be working with high-school students, should we be doing a lot of things that haven't been considered to be at the university level or appropriate to university activities. We now feel these are very important programs that we are trying to do. There is a great deal of satisfaction to derive from them and certainly we will be doing something very good for the community. I can give you one example. We had a walk-out, a strike, at Lincoln High School in San Diego just in the last week or two over agitation for a black principal. The school board finally decided that it would be possible, and they had a very fine man available (who has now been brought in since the strike and given the job). I don't know what the other issues of the strike were, I was too busy with our own university problems to get involved with them that closely. But the principal came to us and said,"could we put together a special in-service program for the teachers of the school, and could we have a day a week for a University of Southern California-San Diego day, in which the faculty of the university would come over and work with the kids at the high school?" We were delighted to have this kind of request and I know the faculty will respond. But it certainly is not university level, as we know it. I think we are going to have to do much more of this. Well, that's one point.

There's a lot of money available for this. We have grants from the Ford Foundation and various other foundations are available. We have the money from all kinds of Federal grants for this purpose. There's another aspect that we call the "experimental college" that we are working with. Our chancellor is trying this to bridge the gap between people who have graduated with a less than adequate education, let us say, and who need to be brought up to another, higher level, even to get into college. We are trying to work with them using the new media to bridge the gap and try (by the time they are upper classmen at least) to help them fit into a very rigorous educational program such as we have at the University of California.

There's another pinch that we are all feeling, and that is the amount of money available for buildings. I think that California isn't a good example, but I suspect all of the other states are no exceptions. We at the University are getting about 30 million dollars per year for building purposes and we feel we need about 70 million dollars a year. We can anticipate that this gap will go on for at least five years by which time we will be millions and millions behind in building -- thus turning away people or not adequately servicing them. We are supposed to take the highest 12.5% graduating in high school in California. Already, we are unable to take that full 12.5%! This is going to be exemplified by this decision on the part of the Nixon administration not to provide funds for building. But, all the other institutions are in the same situation. The state colleges are having to turn people away and the junior colleges are in a terrible situation. An answer, it seems to me, is what the British are now calling the "open university" which is being established in Great Britain. Such a school uses television, and correspondence study, and professional degree programs and seminars held in the institutions of higher learning, when their facilities are more available during the summers and so forth. To provide an alternate route to a degree, we are seriously considering this in California and I would recommend the idea to all of you. You can get information about the open university from the secretary in Whitehall in London (I have the address if anybody wants it). Overseas involvement strikes me as being another area that is in our future in greater and greater numbers. I know BYU has already become, perhaps, the largest institution in this business anywhere, and many of the rest of us are doing this. I was delighted to hear that the Berkely campuses worked out an arrangement with Oxford University where they are going to have summer programs jointly conducted at Oxford starting this summer. I believe BYU is working on one with Surrey and presumably other parts of the world. The more of this we can do, certainly, the more exchange of this sort that we can bring about, the better we'll all be and the better understanding we will all have of how other people feel. This is terribly important in this shrinking world that we live in.

Continuing Education centers I think, are facilities that all of us yearn for and not many of us yet have. I don't think any of us really understand how we get them or how we could possibly bring it about. Perhaps in this world there are ways of doing this thing and if there are, we would love hearing about it. It's terribly important that we all have adequate facilities so often we can't do the things we need to do, because facilities are just not available to us. Commercial facilities leave a lot to be desired when it comes to offering the kinds of programs that are so important to Continuing Education.

And finally, I would suggest that we use the community as a classroom to a much greater extent than we do. We are, this quarter, offering a course that is receiving a lot of criticism from the newspapers in San Diego, newspapers that could be described as quite conservative, so that they don't lend themselves to the kind of experimental programming that we tend to do from time to time just to see what will happen. We offered this course with a good instructor, but we told the students that they can decide what they want to do when they get the class and it will be a non-structured course, the students will decide the grading system, they will decide a whole lot of things about the class. We thought we'd see what these people decided to do. They have involved themselves in the community. The basic theme for this course was "Police Community Relations." A couple of students got themselves put in jail. Others followed police around and spent a day or two with the police, others got involved with some drug addicts (not as users, of course). In other words, they went out and looked at the community as it really is and they brought this back and they discussed it. I think that this is education in the modern sense. I think this is what the kids are talking about when they talk about relevant education in our curricula. I think we need to introduce a lot more of that into our curricula. I would commend these things as things we ought to be thinking about and I hope that they are not too startling. In California, we sometimes think we get too far out and we have to touch base with the rest of the country in order to straighten ourselves out. But, sometimes its healthy to have people pushing you like this, in the way my friend Hal Bentley does. Thank you very much.

Sherman B. Sheffield: Thank you very much Martin and Hal, you've barbed us where we needed it and we are very appreciative of that. I believe we've been remiss in at least introductions: Dr. Wayne B. Ringer of Utah State University, who has been a most helpful member of the planning committee, as has Dean Grant R. Holt of the University of Utah. Would you two gentlemen stand and let us give you some recognition and applause. And now as Mr. James Traver suggested, would you please leave these evaluation forms that you have been filling out at the exit as you leave this session. Are there any comments that need be made before we say adieu until 1970 in Reno? In closing, let me say on behalf of the program committee, the Regional

Steering Committee, that we all hope our getting together has been at least a renewing (if not completely new) of some of the knowledges, the insights, the desires, that we have as we move forward together. We thank you for being here, and if there is any further assistance that the staff can be to you, please indicate that assistance to one of us, so that you might be on your way. We wish you well until we meet again in 1970. The Conference stands adjourned.

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